

## CORE WORD: **Say**

### For Educators, Related Service Providers and Parents

#### **PRESUMING COMPETENCE**

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

#### **WAYS WE CAN USE THE WORD**

GAIN INFORMATION: Learning about others/environment (e.g., Did she **say** the party is tonight?)

SHARE INFORMATION: Describe others/the environment (e.g., I will **say**, the food at that restaurant is very good.)

EXPLAIN: (e.g., **Say** to them how you are feeling.)

GIVE A COMMAND: (e.g., What do you **say**?)

#### **ROUTINES AND SCHEDULES**

At the beginning of the day - during the morning meeting students can **say** hello, their name, and how they are feeling. Adults can model for students saying, "We will go around and say our name and how we are feeling." "I'll start. Hello, my name is Ms. Smith and today I feel happy." You can hold up an icon of the word say each time it is a student's turn to share.



\*Courtesy of TouchChat with WordPower application.

## PLAY

Take turns with students playing Simon Says, showing an icon of the word **say** each time "Simon says..." is spoken. Model for students starting first then let students take turns being Simon. Each time the word is used, identify it on the student's low-tech board or device.



\*Courtesy of The Best Ideas for Kids website.

Activity: [Simon Says Ideas](https://www.thebestideasforkids.com/simon-says-ideas/) – courtesy of/by The Best Ideas for Kids.

<https://www.thebestideasforkids.com/simon-says-ideas/>

## READING

For this week's core word, you can read and talk about the stories below, discussing the word **say** when it's found in the story.

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

Book Read Aloud: SAY SOMETHING! by Peter H. Reynolds

<https://www.youtube.com/watch?v=YeOCzk817Uk> read by/courtesy of Storytime with Elena (Students and adults can talk about the word **say** and how many different ways you can say something. Locate the word say on their communication board/device or hold up the icon of the word each time they see it in the story).

Book Read Aloud: SAY HELLO LIKE THIS! by Mary Murphy

<https://www.youtube.com/watch?v=HGURQ6485Tk> read by/courtesy of Kahaani Box. (Read through this children's story about how different animals "say" hello.)

Book Read Aloud: OH SAY CAN YOU SAY by Dr. Seuss

<https://www.youtube.com/watch?v=46UIQ0FAK9U> read by/courtesy of The Adventures Of The Silly Little Beaver. (Read through this Dr. Seuss story and locate the word say on student's communication board/device or hold up the icon of the word each time they see it in the story).

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can watch these videos to see the importance of what we **say** to each other! Expansion after watching videos is practice making sentences using the word say when commenting on the videos.

VIDEO - Social skills video modeling: Greetings

<https://www.youtube.com/watch?v=Ch9nB8mF1XM> courtesy of/by Casa OT. (Watch and talk about saying hello to others!)

VIDEO - Greetings - A Social Story

[https://www.youtube.com/watch?v=ARkmnZ1ZYcs\\_Y](https://www.youtube.com/watch?v=ARkmnZ1ZYcs_Y) courtesy of/by AQ Adult Learning How to BrightSpace. (Students and adults can watch and see what you can say to others when at school.)

VIDEO - Video Modeling - Introductions & Greetings

<https://www.youtube.com/watch?v=RBDWrQs6Ou8> courtesy of/by Meredith Harrah. (Watch and see students' models introducing themselves and greeting others, pointing out what they say to each other.)

## SENSORY MOTOR

Adults can use the website below to create Phonics Phones out of PVC pipes for students to use to hear their own voice! Encourage students to **say** what they want to into the Phonics Phone and hear themselves. Hearing the auditory input from their own voice is a great way for students to encourage vocalizations and learn the concept of saying things with their speaker voice (own voice).



\*Courtesy of Make, Take & Teach.

Activity: [Phonics Phones](https://blog.maketaketeach.com/how-to-make-a-phonics-phone/) – courtesy of/by Make, Take & Teach.  
<https://blog.maketaketeach.com/how-to-make-a-phonics-phone/>

## STRUCTURED ACTIVITIES

Adults can utilize the TeachersPayTeachers activity around spring sight words to have students create simple sight words then **say** the word after spelling it. Students can say the word with their talker voice (high-tech device) and/or speaker voice (own voice). If using a low-tech core board, can spell the words out on the board as a way to say the word. Follow along with the TeachersPayTeachers activity, Spring Sight Words Practice Cards, which you can find below to get free color or black and white activity cards.



\*Courtesy of Love Live Laugh TEACH.

Activity: [Spring Sight Word Practice Cards](https://www.teacherspayteachers.com/Product/Spring-Sight-Word-Practice-Cards-4667208) – courtesy of/by Love Live Laugh TEACH. <https://www.teacherspayteachers.com/Product/Spring-Sight-Word-Practice-Cards-4667208>

## VIDEOS, MUSIC, ANIMATED SHORTS

Sight Word 'Say', Farm Animal Sounds, Reading, Virtual School, Online Learning, Learn to Read, KIDS!

<https://www.youtube.com/watch?v=NjJfACvpfeQ> courtesy of/by K5 Hidden Peak Education. Adults and students can watch along and identify the word **say** every time they see it in the video.

First Grade Sight Word-" say" <https://www.youtube.com/watch?v=FRxeAw-IVDk> courtesy of/by Caitlin McCalister. Lesson on the sight word 'say' that targets how to spell it and use it in a sentence.

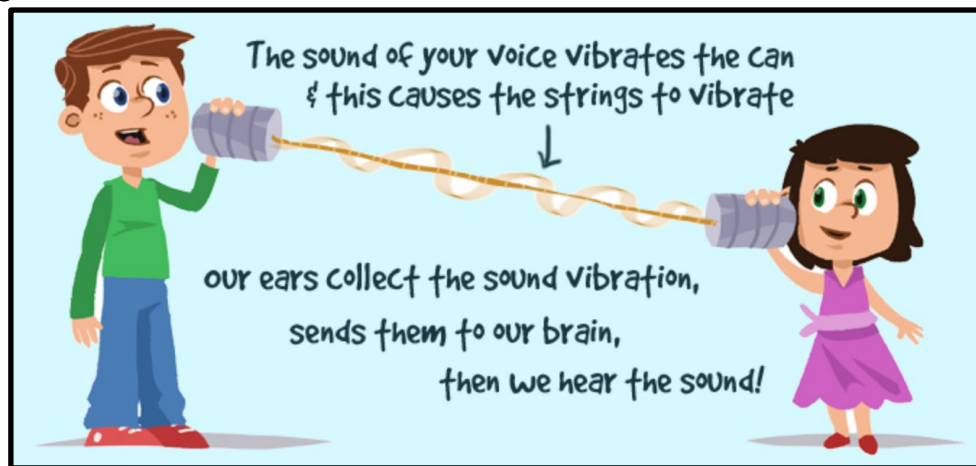
Ziggy Marley - Ziggy Says

<https://www.youtube.com/watch?v=0-M-m-kE5G0> courtesy of/by ruiduarte.

## ART OR SCIENCE ACTIVITIES

Students can create a telephone with two cans and a string that you can use to **say** things to each other! Take about the science behind how this works and let

students practice vocalizing and saying things to each other. Adults can model first for students letting them listen to what the adult says then take turns speaking.



\*Courtesy of Garth & Bev.

Activity: [How to Make a Telephone with Cans](http://blog.garthandbev.tv/2010/02/how-to-make-a-telephone-with-cans/) – courtesy of/by Garth & Bev.  
<http://blog.garthandbev.tv/2010/02/how-to-make-a-telephone-with-cans/>

## USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (i.e., “I” “say” “hello” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific around the word **say**, then share and talk with students about the stories created.

LessonPix.com: Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities (using core word **say**) with a subscription to *LessonPix.com*. The cost is \$36 per year.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students.

Use *Clicker Writer* for writing words, phrases, or sentences with picture support as well as word banks to support a writing activity with a focus on the word, ‘**say**.’

**WORD WALL:** Add the word, “say” on the Word Wall.

**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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ [jeoseguera09@gmail.com](mailto:jeoseguera09@gmail.com)  
Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.



## CORE WORD: **Think**

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#### **WAYS WE CAN USE THE WORD** (these headers are all size 14)

SOCIAL INTERACTIONS (e.g., "I **think** you are great!" "I **think** I love you.")

COMMENT (e.g., "I love the way you **think**!" "I **think** you're right!")

ASK QUESTIONS (e.g., "What do you **think**?" "Do you **think** we should do it?")

SHARE INFORMATION (e.g., "I **think** we should do this!" "I **think** this is right.")

NEGATION (e.g., "I don't **think** so." "I **think** not.")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can use the core word to make predictions about what they **think** will be served for snack or mealtime, or what they will grab from the lunch line that day. (e.g., I think it will be pizza! I think there will be apples. I think I'll get chocolate milk.) Students can also be prompted to use the core word to discuss their thoughts on their lunch or snack (e.g., I think my food is yummy! I think this is a good lunch.) Adults can facilitate use of the core word by using phrases such as: I think today you have a peanut butter and jelly sandwich! I think your lunch sounds delicious!



**Circle:** Students can be prompted to use the core word to discuss what they **think** about any number of topics during circle time. For example, students can describe what they think will happen next during circle time (e.g., I think we will take roll! I think we will do the days of the week!). Students can discuss what they think they will do during the day after the circle (e.g., I think today we have music class. I think we will keep reading our book.). Students can guess who they think comes after them in roll using the core word (e.g., I think it's Andrew next!).

**Clean Up:** Anytime an activity is ending, or it is time to clean up, adults can model and/or facilitate use of the word, **think**. For example, adults can say things like: I think it's time to clean up! I think we should start cleaning up. What do you think we should put away first? I think it's almost time to go home!

## PLAY

**Toys and Games:** Students can use the word **think** to describe when they think they want to use during play (e.g., I think we should play with cars. I think dolls.).

**Dolls/Action Figures/Stuffed Animals/Puppets:** The adult can model the core word, **think**, by using the word on the AAC device or saying the word out loud while playing with dolls/action figures/stuffed animals (e.g., I think he should wear this. I think they should climb the table.) Adults and students can also use the core word while playing with toys such as these, by speaking as their toy and creating dialogue for them (e.g., I think we should be friends. What do you think?)

**Imaginative Play:** Imaginative play is a great way to use the core word, **think**, for both adults and students because it requires everyone to think of different possibilities, roles to act out, imaginative scenarios, pretend dialogue, etc. Adults and/or students can work together and think of what they want to make come alive and think about how to do it (e.g., What do you think we should pretend to be? I think we should be astronauts! I think we should make a restaurant! I think there should be a chef! How do you think a monkey would act?)

### Older Students

**Board Games/Card Games:** Adults and students can practice the core word while playing a structured game the student chooses. During play, the core word can be used across a variety of contexts (e.g., Who do you think is going to win? What do you think I should pick?).

**Memory Game:** Students can play the game Memory Match card game and use the core word to describe actions in the game (e.g., I **think** the match is here. I think this one.).

**Recess:** Adults can ask students before recess or as they line up: what do you **think** you'll play at recess today? Adults can also prompt students to use the core word in their response: I think I'm going to go on the swings. I think I'm going down the slide.

Adults can help students use the core word before recess by asking if they **think** they'll want to take anything with them to recess: (e.g., Do you think you'll want a ball? Do you think you need a jacket?)

After recess, adults can ask students questions using the core word: what do you **think** the best part of recess was?

## READING

Adults can incorporate the core word, **think**, into any reading by asking the student questions about what they think, modeling the core word (e.g., What do you think will happen? Why do you think they did that? How do you think they feel? How do you think you would feel?). Adults can also prompt students to respond using the core word.

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

[I THINK, I AM by Louise Hay, courtesy of Storytime TV youtube Channel](#)

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

[The Girl Who Thought In Pictures by Julia Finley Mosca, courtesy of The Reading Booth Youtube Channel](#)

<https://www.youtube.com/watch?v=6wgBarZ5ytE>

[Think Big Little One by Vashti Harrison, courtesy of Marci Chavalas Youtube Channel](#)

<https://www.youtube.com/watch?v=RcSh8LOJZP0>

[My Parents Think I'm Sleeping by Jack Pretlutsky, courtesy of At Home With Berly Youtube Channel](#)

<https://www.youtube.com/watch?v=5hK6ntithng>

[Think Big! By Kes Gray and Nathan Reed, courtesy of Stacey Gilchrist Youtube Channel](#)

<https://www.youtube.com/watch?v=A1O6BhiAECc>

[What Were You Thinking by Bryan Smith, courtesy of Cristina Rivera Youtube Channel](#)

<https://www.youtube.com/watch?v=2FcZhbvwthE>

[When Sophie Thinks She Can't by Molly Bang, courtesy of Colleen Buck Youtube Channel](#)

[https://www.youtube.com/watch?v=y6UDcNw\\_lkw](https://www.youtube.com/watch?v=y6UDcNw_lkw)

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

**Pair Share:** Students can use the core word in social interactions for a variety of contexts. Students can use the core word to ask their peers questions about what they **think** about any number of topics (e.g., what do you think about school, music, animals, food, recess, cars, etc.). Students can get into pairs or small groups and be given a topic to discuss using the core word (e.g., Tell your partner what you think about math, tell your partner how you think you should solve the problem.).

**Brain Teasers:** Students can be given riddles verbally or on a worksheet. Have students work in pairs to **think** through possible answers together. (Image courtesy of education.com)

## Riddle Me This

Solve the riddle and make a sketch of your answer in the white box.

I start with Pp.

I can make sound.

I have a lot of keys.

I am black and white.

What am I ?



I start with Ff.

I come in many colors.

I smell good.

I rhyme with "tower".

What am I ?



**Silly Questions:** Students can work in pairs to answer silly questions or imagine silly scenarios. For example, students can **think** of a new rule they want to add to the school (e.g., I think we should get ice cream every day at lunch. I think we should be allowed to bring our pets every day.)

**Classmate Bingo:** Each student can provide a detail about themselves and give it to the adult (e.g., fun fact, number of siblings, type of pet and name, favorite color, favorite type of food, etc.). Adults can then create a bingo style card or board projected in class. Students can all try to **think** which classmate gave what answer.

## SENSORY MOTOR

**Think Feel Do Sensory Bears:** "The Think-Feel-Do sensory bear is a fabric bear filled with rice or beads and decorated with a brain for thinking, a heart for feeling and paws (hands) for doing."

The bear can be used to help students understand what they think, feel, and what they want to do. Every time the student indicates what they are thinking, the adult can model the word **'think'** on their AAC device.

<https://medium.com/@rc739/learn-the-mission-of-think-feel-do-sensory-bears-40f6dc9ee578>

## **VIDEOS, MUSIC, ANIMATED SHORTS**

Adults can target **think** with any of the following songs using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Think | Aretha Franklin (feat. The Blues Brothers)

[https://www.youtube.com/watch?v=Vet6AHmq3\\_s](https://www.youtube.com/watch?v=Vet6AHmq3_s)

Think | Adam Lambert

<https://www.youtube.com/watch?v=gmhFub8je5o>

Adults can target the word **'think'** with these animated shorts by watching and pausing the video to ask students what each of the characters are thinking. As the students are talking about what the characters are thinking, the adult can model the word think on their AAC device. For example, they can use the AAC device to say "they think, she thinks, etc."

The Present

<https://www.youtube.com/watch?v=WjqIU5FgsYc>

For The Birds | Pixar

<https://www.youtube.com/watch?v=nYTrlcn4rjg>

Partly Cloudy | Pixar

<https://www.youtube.com/watch?v=7DmLkugdh9s>

## **STRUCTURED ACTIVITIES**

Adults can create a structured activity where the opportunity to use the word **think** is high. For example, the group can sing the “Think Think Think Song” listed below. The teacher can model ‘think’ to the students and then tell the students to follow along. The students can also use the word ‘think’ while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

<https://www.youtube.com/watch?v=Zc9HG3iSfeg>

## **ART OR SCIENCE ACTIVITIES**

Adults can instruct students to draw a picture about what they want to do over summer break. Students can then take turns guessing what they **think** their peers drew and what they want to do over summer break. For example, a student may say “I think he wants to play in the pool.” Adults can model the word “think” on the students AAC device during this activity to practice the core word.

## **USE OF APPS OR OTHER TECHNOLOGY**

Any app that offers a 2+ player game where students can take turns may be used to practice the core word **think**. Students can be instructed to think about and take a guess at what the other player’s next move will be. For example, a student can say “I think he will use a red card.” Adults can model the word ‘think’ on their AAC device during this fun activity. One example of a game that can be played is Uno! The following apps are available both on iOS and android systems.

UNO!™

<https://play.google.com/store/apps/details?id=com.matteljv.uno&hl=en&gl=US>

UNO!™

<https://apps.apple.com/us/app/uno/id1344700142>

**WORD WALL:** Create a WordWall and add ‘**think**’ 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](mailto:sfaisal1@mail.sfsu.edu) and Andriana Nikolau @ [andriananikolau@gmail.com](mailto: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: **Soon**

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#### **WAYS WE CAN USE THE WORD**

ANSWER: (e.g., I'll do it **soon!**; The movie is coming **soon** to a theater near you.)

ASK: (e.g., are we going **soon** or later?)

TELL: (e.g., not yet **soon!**; Grandpa is coming **soon.**; **Sooner** or later, the package will come.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Holidays often include gatherings where family members and friends may eat together. Students can learn the concept of what time breakfast, lunch, dinner is or which holidays are coming up. The adult will facilitate by choosing holidays within the month or next month as "**soon**". For example, adults can say "4th of July is coming up soon, what will you eat for lunch?"

**Circle:** Students can learn about other friend's birthdays during circle time. The adult will facilitate by choosing birthdays within the month or next month as "**soon**". Any birthdays that have passed or are later than the next month are not soon. Adults can say "This month, we have 4 birthdays. Emily's birthday is coming up **soon**, in 1 week!"

Similarly, students can learn about the seasons with the next coming month or next month as “soon”. For example, right now it is May. Adults can say “It will be June **soon**, and that means summer is **soon** too”.

## PLAY

**Toys and Games:** While students are playing games such as entering the play clubhouse, the concept of taking turns using the word “**soon**” will be helpful. Adults can facilitate by saying “(student), it will be your turn **soon**. Have your ticket ready so you can get in.

### Recess:

While students are playing games or waiting for their turn such as in the line for swings, jump rope or the water fountain, adults can facilitate by letting the student know it’ll be their turn **soon**, and that they have to wait.

## READING

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

[Patience Is A Virtue Animated Stories For Kids. My story by Jason I am.](https://www.youtube.com/watch?v=kUypDN_cz0I)  
[https://www.youtube.com/watch?v=kUypDN\\_cz0I](https://www.youtube.com/watch?v=kUypDN_cz0I)

Make sure to turn on closed captioning.

[Episode 1 – Patience Beats All Kind of Speed by Phyllis on Jonathan Jeremy YouTube Channel](https://www.youtube.com/watch?v=GTyljW3WXUg)  
<https://www.youtube.com/watch?v=GTyljW3WXUg>

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play the “**sooner** or later clock” game with other friends. This game is similar to the “hot or cold” game and headbandz where everyone wears a headband that holds a certain timecard on it. Students/players will have to describe what a person might do at that time and the person guessing has to say a time. The students can confirm or deny by only giving hints by saying “**sooner** or later”. For example, a student has 6:30pm on their headband. Other

students will say “eat dinner” or “evening” or “dark” at this time. The player with the headband will say 7pm, and the students will have to say **sooner!**

## **SENSORY MOTOR**

Adults can facilitate a sensory motor break by choosing 3 different skills to rotate through. Adults will let students know ahead of time that **soon**, they will change to the next skill and to get ready. For example, adults can say “right now, we’re crawling on the mats. Get ready to change to a new one, because **soon** we will be doing jumping jacks. Later, we will pretend to play the drums - use your stomachs to drum!”

## **VIDEOS, MUSIC, ANIMATED SHORTS**

[Aaron Carter - Sooner Or Later \(Lyric Video\)](https://www.youtube.com/watch?v=DTWAavrVNQA)

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

[Mat Kearney - Sooner Or Later](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)

[https://www.youtube.com/watch?v=o7Z\\_O\\_Y7TTA](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)

[Thumbelina - Soon \(Blu-ray HD\)](https://www.youtube.com/watch?v=xuxfomGU1AQ)

<https://www.youtube.com/watch?v=xuxfomGU1AQ>

## **STRUCTURED ACTIVITIES**

Students can play a learning how to tell time game called “**soon** or later.” This game can be adapted to be more difficult by choosing time that is closer in time. For example, adults can show the main time of 11:15am. Another clock can be 11:20am and this is “**soon**”. Adults can increase the difficulty by adding another time and have the student compare two times to the main time. For example, the main time is 1:30. Have the students tell you which time, 1:45 and 1:50, is **sooner**.

## **ART OR SCIENCE ACTIVITIES**

Taking care of any living thing takes patience, time, and effort. Students can plant a sunflower seed and learn about living things, such as taking care of a

plant. Adults will teach the 5 stages of a growing plant or flower. Adults can facilitate by saying that “after we plant the seed, **soon** we will see the roots growing. Then, **soon** you will see the sunflower stalk sprout, or start to grow...” and etc.

Source:

[8 Planting Terms You Need to Know](https://www.mnlgrowkits.com/pages/8-planting-terms-you-need-to-know)

<https://www.mnlgrowkits.com/pages/8-planting-terms-you-need-to-know>

## USE OF APPS OR OTHER TECHNOLOGY

In this application, students will learn that you can set alarms to do things **soon**.

*Sparky & The Case of the Missing Smoke Alarms* by NFPA,

<https://appsto.re/us/UGz0Z.i>

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @[slin18@mail.sfsu.edu](mailto: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: **Later**

### For Educators, Related Service Providers and Parents

#### **PRESUMING COMPETENCE**

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

#### **WAYS WE CAN USE THE WORD**

ASK: (e.g., now, or **later?**)

TELL: (e.g., not now, **later!**; Grandpa is coming **later.**; Sooner or **later**, the package will come.)

GREETING: (e.g., **later**, dude!; See you **later!**; See you **later** alligator.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can learn the concept of waiting when something is not available or if the time is not appropriate at the moment. The adult can facilitate by creating opportunities to withhold an item, for example dessert, until after the meal is finished. Adults can say "you can have your cookie **later** because you haven't finished your meal right now."

**Circle:** Students can learn that you can say bye to another friend by saying "**later!**" or "see you **later** alligator" and read the book *See You **Later**, Alligator* by Sally Hopgood. Please see the book section below.

## READING

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

[SEE YOU LATER, ALLIGATOR by Sally Hopgood | Kids Books Read Aloud | Children's Books | Stories for Kids | Read Aloud](https://www.youtube.com/watch?v=w3FOo6d10cc)  
<https://www.youtube.com/watch?v=w3FOo6d10cc>

[Don't Let The Pigeon Stay Up Late by Mo Willems - Kids Books Read Aloud](https://www.youtube.com/watch?v=2OCBsITGtSY)  
<https://www.youtube.com/watch?v=2OCBsITGtSY>

For older and mature students, *Later* by Stephen King can be used. Choose a section of the book and read it.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play the “sooner or **later** clock” game with other friends. This game is similar to the “hot or cold” game and headbandz where everyone wears a headband that holds a certain timecard on it. Students/players will have to describe what a person might do at that time and the person guessing has to say a time. The students can confirm or deny by only giving hints by saying “sooner or **later**”. For example, a student has 6:30pm on their headband. Other students will say “eat dinner” or “evening” or “dark” at this time. The player with the headband will say 6, and the students will have to say **later**!

## SENSORY MOTOR

Adults can facilitate a sensory motor break by choosing 3 different skills to rotate through. Adults will let students know ahead of time that soon, they will change to the next skill and to get ready. For example, adults can say “right now, we’re crawling on the mats. Get ready to change to a new one, because **later** we will be doing jumping jacks. **Later** or after that, we will pretend to play the drums - use your stomachs to drum!”

## VIDEOS, MUSIC, ANIMATED SHORTS

[Amaal - Later](https://www.youtube.com/watch?v=OmHftkSAQEw)  
<https://www.youtube.com/watch?v=OmHftkSAQEw>

[Madonna - Sooner or Later \(Oscar 1991\)](https://www.youtube.com/watch?v=8bgNyaAz1jg)  
<https://www.youtube.com/watch?v=8bgNyaAz1jg>

[Mat Kearney - Sooner Or Later](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)  
[https://www.youtube.com/watch?v=o7Z\\_O\\_Y7TTA](https://www.youtube.com/watch?v=o7Z_O_Y7TTA)

## STRUCTURED ACTIVITIES

Students can play a game called “before or **later**.” This game is a game of sequencing and the game can be adapted to be more difficult by adding more pictures to the sequence. Adults can show 3 cards and the student will have to figure out which is ‘before’ and which is ‘**later**’. For example, a sequence can show a person planting the flower seed, watering the seed, and finally a sprout. The adult can then choose the middle picture (watering the seed) and choose the sprout picture and label it as “**later**”.

## ART OR SCIENCE ACTIVITIES

Students can learn that some fruits oxidize after they are left out and interact with the air, such as apples. Adults will teach that if you leave a fruit out, such as an apple, it will turn brown. The science experiment here is to delay or make the browning of an apple/oxidation **later**. Please visit [Easy and Fun Chemical Reaction Experiments](#) to learn more.

## USE OF APPS OR OTHER TECHNOLOGY

Both of the applications below can teach the concept of ‘**later**’. The first application will teach the students you can say goodbye by saying ‘**later!**’. With the second application, students will learn that you can set alarms to do things **later**.

*Saying Goodbye* by Special Learning, Inc., <https://appsto.re/us/1dmZl.i>

*Sparky & The Case of the Missing Smoke Alarms* by NFPA,  
<https://appsto.re/us/UGz0Z.i>

**WORD WALL:** Create a WordWall and add ‘**later**’ 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](mailto: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!