

## CORE WORD: **All Gone**

### **For Educators, Related Service Providers and Parents**

#### **Descriptive Teaching Model**

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

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

GAIN INFORMATION: Learning about others/environment (e.g. Is it **all gone**?)

SHARE INFORMATION: Describe others/the environment (e.g. They have **all gone** away. The train has **all gone** through the tunnel.)

COMMENT: (e.g. Wow it is **all gone**!)

#### **ROUTINES AND SCHEDULES**

During snack or lunch time with students, target **all gone** as students finish parts of their snack/meal. You can model having students share saying, "Are the goldfish **all gone**?" You can then have students ask each other if their food is all gone. If the student needs more prompting or review, the adult can utilize a visual icon with the word 'all gone' on it and even a low-tech sentence strip around mealtime.

## PLAY

The adults and students can play games as Hungry Hungry Hippos commenting the balls are **all gone** at the end of each round. Another game example can be during the game Hi Ho Cherry-O, if the student spins and gets the image of their basket falling over, can comment the cherries are all gone.

## READING

For this week's core word, you can talk about the characters in the story and discuss when they were **all gone**.

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

Book Read Aloud: PETE THE CAT FIVE LITTLE DUCKS by James Dean <https://youtu.be/cK86XhF6A4U> read by/courtesy of Storytime Train (Students and adults can locate "**all gone**" on communication board/device when all of the ducks are gone).

Book Read Aloud: WHO TOOK THE COOKIES FROM THE COOKIE JAR? by Bonnie Lass & Philemon Stueve's <https://youtu.be/zzT4L7PplWs> read by/courtesy of Amy Parcels. (Talk about how the cookies were 'all gone' from the jar.)

## SOCIAL INTERACTIONS AND VIDEO MODELING

During physical transition times (i.e., moving to a new location), students will move and be **all gone** from the previous area. Adults can comment how the students are all gone from that area. Playing hide-and-seek can also be a fun way to target all gone. When the counter opens their eyes, can comment everyone is all gone!

## SENSORY MOTOR

Create a sensory motor obstacle for your students to enjoy! Check out the website article below to learn how to make a sensory motor obstacle. As students play and go through the obstacle, comment and have students see, "Look everyone has **all gone** through the course!" Engage students by making the obstacle course together, gathering materials. Expand this into a language activity by talking about the different objects being used and the vocabulary.



# Sensory **OBSTACLE COURSES**



## From Objects and Toys in Your House



\*Courtesy of My Mundane & Miraculous Life.

Activity: Obstacle Courses for Sensory Input (From Objects You have at Home!) – courtesy of/by My Mundane & Miraculous Life.

<https://www.mymundaneandmiraculouslife.com/obstacle-courses-sensory-input-objects-home/>

## STRUCTURED ACTIVITIES

The students can talk about the questions all gone in the stories that were read aloud such as the PETE THE CAT FIVE LITTLE DUCKS or WHO TOOK THE COOKIES FROM THE COOKIE JAR?. Focus on the word, **all gone**; have students practice moving manipulatives so that they are all gone.

Use of Boom Cards interactive website for expansion of targeting all gone. Utilize "FREEBIE! Hide and Seek (Forest animal picnic" activity courtesy of/by BabbleBee Speech: <https://wow.boomlearning.com/deck/freebie-hide-and-peek-forest-animal-picnic-6qvXCzzyCPYHsbyGi> to have students find where the animals have all gone.

For an expansion activity, utilize TeachersPayTeachers "One Elephant Went Out To Play Adapted Song Book. Special Ed. Autism." activity courtesy of/by Ali's Adapted Book Corner: <https://www.teacherspayteachers.com/Product/One-Elephant-Went-Out-To-Play-Adapted-Song-Book-Special-Ed-Autism-5287659?st=c236ac784500211210af195a7f8027a7> to have students listen to the song then ask where the elephants have all gone. Expansion activities within this document as number icons and an identical matching activity.

## VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Ducks Kids Songs Super Simple Songs <https://youtu.be/pZw9veQ76fo> courtesy of/by Super Simple Songs - Kids Songs. Talk about how the ducks have **all gone** out to play! At the end the ducks are all gone, but then come back!

Pop The Bubbles Kids Songs Super Simple Songs <https://youtu.be/5CI29h-AXDM> courtesy of/ by Super Simple Songs - Kids Songs. After the bubbles are popped, comment how they are all gone!

## ART OR SCIENCE ACTIVITIES

This art activity “Flower Suncatcher: A Flower Mandala Kids Can Make” can be used to have students see how the sun has **all gone** through their creations! Expand upon activity by having students say/find some of the related vocabulary words on their AAC devices/low tech boards as they make their craft.



\*Courtesy of The Artful Parent.

Flower Suncatcher: A Flower Mandala Kids Can Make – courtesy of/by The Artful Parent <https://artfulparent.com/the-perfect-frame-for-a-flower-mandala/>

## USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. “It” “is” “**all gone**” 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 **all gone**, then share and talk with students' story created.

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. (Search for '**all gone**' and find many corresponding boards to support learning the target word.)

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, '**all gone**.'

**WORD WALL:** Add the word, "**all gone**" 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: **Can**

### For Educators, Related Service Providers and Parents

#### **Descriptive Teaching Model**

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

ASKING QUESTIONS (e.g. Can you help me?)

PROVIDING INFORMATION (e.g. She can ride a bike.)

VOLUNTEERING/DEMONSTRATING INDEPENDENCE (e.g. I can do it.)

#### **ROUTINES AND SCHEDULES**

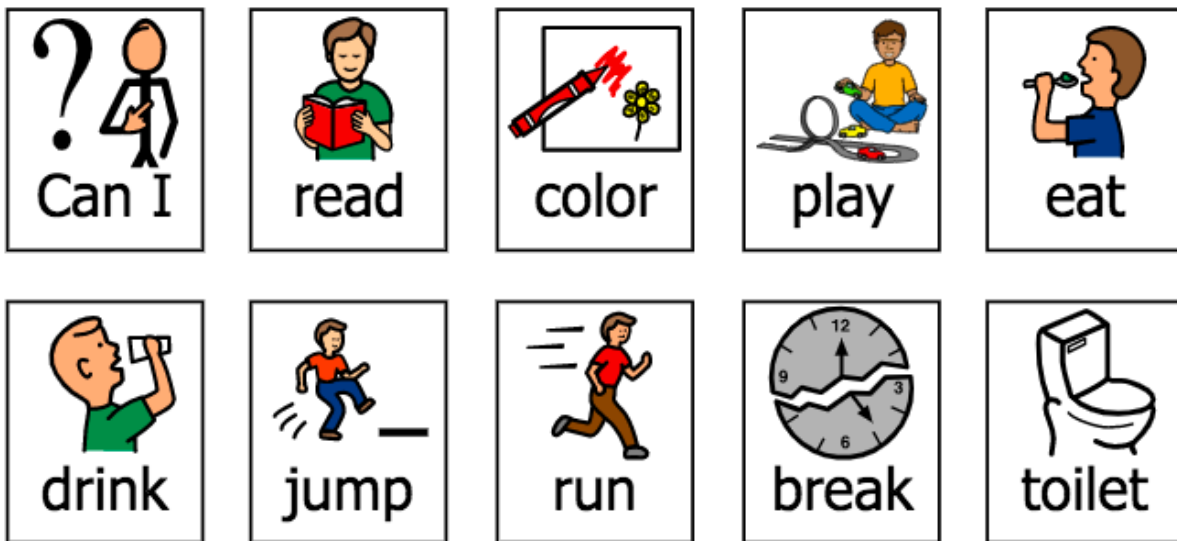
**Snack/mealtimes:** Moving beyond requesting/demanding (i.e. "I want \_\_\_\_."), students can work on asking for more food/drink during mealtimes. Adults can provide a visual support, gestural prompt, verbal prompt, and/or model to help students learn to ask (ex. "**Can** I have...").

**Circle:** Adults can emphasize asking for a turn to hand out photos, pick out a song, or choose a book to read. If asking for volunteers, students can practice raising a hand and communicating "I **can**."



## PLAY

**Toys and Games:** Students can work on turn taking skills by requesting for turns or opportunities to play with new toys. Adults should use visual supports to aid in giving choices for toys and games, as well as for modeling core words (i.e. **Can** I have a turn? Can I play? Can I use blue paint?).



## READING

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

Yes We Can By Sam McBratney | Children's Book Read Aloud

<https://youtu.be/llpDSBo3OUo>

I can Do It Myself | Read Along | Children's Book | Story Book | Kid Books |

<https://youtu.be/fbLx5CY4wdA>

CAN I KEEP IT? Children's Book Teaching Empathy | Kids and Pets | Read Aloud

<https://youtu.be/e1Izy6-leXI>

Mr. Brown can Moo! Can You? Dr Seuss Read Along Aloud Book

<https://youtu.be/erZKQ9ctiHg>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Early functional communication can often become stagnant in the area of requesting (i.e. I want \_\_\_\_). It's an important skill to learn the difference between when to make a statement about wants/desires vs. when to ask for permission or for possession. Students can work on asking for desired play schemas, to transition, or for favored items using "**Can** I...". Video modeling of making socially appropriate requests can help students identify and replicate such situations.

Students will also benefit from demonstrating independence by voicing "I **can** do it." Adults can provide opportunities for students to perform tasks on their own. For example, asking, "Can you put the puzzle together?"

## **SENSORY MOTOR**

Adults can encourage bravery, exploration, and new experiences in the motor room or on the playground by asking questions like, "Who **can** run the fastest?" or "Who can go down the slide?" or "Who can find something green?"

Adults can also work on teaching boundaries during gross motor activities inside or outside by making statements like, "I cannot push my friends." or "I can't climb the fence."

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

I Can | Core Vocabulary Song - Speech and Language Songs

<https://www.youtube.com/watch?v=rL1UI0cAbMs>

Core Word “Can” Playlist on YouTube - Brianna Hof (Can You Feel The Love Tonight, Yes I Can, Together We Can, I Can Go The Distance, Can You Feel It, Can Song, Alesso (We Could Be), Men Without Hats)

<https://www.youtube.com/playlist?list=PLAm5iX-H-M7D1VNIH-B2hBxcniEaHqGcJ>

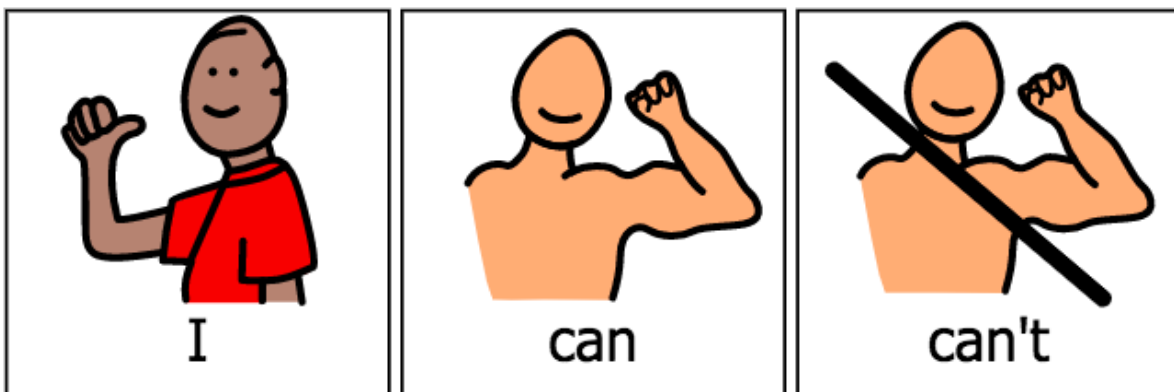
Can I read that book? - Exciting song - Sing along

<https://youtu.be/fHf2CxOQe7E>

## STRUCTURED ACTIVITIES

Adults should choose a motivating group activity that requires one student at a time to contribute. For example, building a tower out of blocks or magnatiles, putting a large puzzle piece together, or gluing pieces together to make a body/face. Adults should begin by modeling, “I **can** put the eyes on. Who is next? Raise your hand and tell me...” while gesturing to the visual supports. Student can take turns saying, “I can stack!” or “I can put on nose,” or “I can put on the red block.”

Students can work on identifying actions that are able to do and not able to do using photos or videos of actions (ex. Flying, running, swimming, using x-ray vision) and then state if they **can** or **can't**.



## ART OR SCIENCE ACTIVITIES

Adults should emphasize new actions and tasks, while modeling the core word during creative activities. For example, “I **can** mix fast!” or “You can smoosh that,” or “He can have blue paint.”

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

*Pinkcatgames.com (Feed the pumpkin, reindeer, monster): Have the student give dialogue to the animated character, asking to eat lots of fun treats and snacks (ex. **Can** I have a donut?).*

*Alexa/Siri/Google: Have the student ask to play favorite songs. Adults can model and assist the student to ask, “Can you play Twinkle Twinkle Little Star?”*

**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.

[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 Molly Hartzell @ [molly.hartzell.mh@gmail.com](mailto:molly.hartzell.mh@gmail.com).

Thank you!

## CORE WORD: **Big**

### For Educators, Related Service Providers and Parents

#### **Descriptive Teaching Model**

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

DESCRIBE (e.g. eat **big**, jump **big**, open **big**)

TELL A STORY (e.g. **big** party, **big** day)

EXPRESS FEELING (e.g. **big** sad, **big** mad, **big** hurt)

SHARE AN IDEA (e.g. **big** tell, **big** idea)

#### **ROUTINES AND SCHEDULES**

##### **Snack/mealtimes:**

Students can eat big kinds of food (e.g. big sandwiches, big cookies) and use very tiny plates to exaggerate the contrast. Students can tell why the tiny plates are a problem (e.g. food **big**).

Adults can make comments on the **big** problem of little plates and **big** food (e.g. my food is too **big!**)

### **Circle:**

Students can make big noises together and try to make bigger noises than their friends.

Adults can provide a variety of models of how to make big noises (e.g. With your voice, by drumming on things, by popping balloons) and support access for all students by providing toys or instruments for students to make noises with. Adults can play a loud song while students make noise and encourage students to make **bigger** noises than the music.

## **PLAY**

### **Toys and Games:**

Students can play with the Goliath Pig Pop Game. Students can feed the pig little sandwiches and make its tummy get bigger and bigger until its belt pops open. Students can talk about what happens when the pig eats the sandwiches (e.g. **big** tummy).

Adults can take turns and model **big** on the student's device every time the pig gets a little bigger but doesn't yet pop.

### **Recess:**

Students can make the biggest circle possible with as many people and toys or drawing with chalk.

Adults can offer choices of how to make the circle bigger and bigger (e.g. need a **bigger** group, find more toys, ask more friends)

## **READING**

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

Kamal and Maya's Big Idea by Meena Haris from YouTube courtesy of HarperKids

<https://www.youtube.com/watch?v=fmhmWkwN2kA>

Great Big Things by Kate Hoefler from YouTube courtesy of Earl Gray

<https://www.youtube.com/watch?v=LJF8WZhvB94>

Foxy and Egg by Alex T. Smith from YouTube courtesy of Isaac's Storytelling & 1-minute Jokes

<https://www.youtube.com/watch?v=En4v9AoPhrM>

Breathe with Me by Mariam Gates and Sarah Jane Hinder from YouTube courtesy of Sounds True

<https://www.youtube.com/watch?v=2PYHmihv3wY>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can use predictable chart writing to come up with ideas for the best vacation ever. Students can tell their **big** idea for this **big** vacation.

Adults can facilitate [Predictable Chart Writing](#), a fun and easy shared writing activity. Adults can introduce the topic and give a title (e.g., best vacation ever). Adults can model how to complete the sentence starter, "**Big** fun is...." and write it on a chart. Students then brainstorm ideas with their partners. Students can take turns sharing their ideas "**Big** fun is...." with the group as an adult writes each student's idea on the chart.

## **SENSORY MOTOR**

Students can blow up a balloon as **big** as possible until it makes a **big** noise.

Adults can encourage students to hold the balloon in their hands and squeeze it while it grows bigger (e.g. feel **big**)

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

Big Girls Don't Cry by Fergie from YouTube courtesy of Fergie

<https://www.youtube.com/watch?v=agrXgrAgQ0U>

Big Hard Sun by Eddie Vedder from YouTube courtesy of Fine Folk Music

<https://www.youtube.com/watch?v=Ez8b2VHjVBO>

## **STRUCTURED ACTIVITIES**

Students can make a collage of things that are big (e.g. rockets, planets, elephants, skyscrapers).

Adults can provide cut out pictures to choose from, and model **big** on student's devices as they add images to their collage. Students can do the same collage for the word "little" and share out to compare and contrast the collages.

## **ART OR SCIENCE ACTIVITIES**

Students can add mentos to coke to make a **big** reaction. Students can describe the experiment afterwards in a "lab report" (e.g. tell **big**, see **big**, fast **big**).

Adults can provide pictures of students doing the experiment for their "lab report" and a word bank of things from the experiment to describe.

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

*Breathe, Think, Do* by Sesame Street. Students can help monsters with **big** problems and **big** feelings calm down. Adults can talk about a time they notice



the students had a **big** problem or felt very strongly and needed help calming down.

<https://apps.apple.com/us/app/breathe-think-do-with-sesame/id721853597>

*NASA Kids Club* by NASA. NASA's app includes games focused on a space idea, with leveled games for different challenge levels. Students can compare how much they would weigh or how old they would be on different planets. Adults can talk to students about things (like planets) that are very **big**.

<https://www.commonsemmedia.org/website-reviews/nasa-kids-club>

**WORD WALL:** Create a WordWall and add '**big**' 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 Meagan Rose Baron @ [mbaron@mail.sfsu.edu](mailto:mbaron@mail.sfsu.edu). I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

## CORE WORD: **Little**

### For Educators, Related Service Providers and Parents

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

DESCRIBE (e.g. eat **little**, jump **little**, **little** dog, **little** sister)

EXPRESS FEELING (e.g. **little** sad, **little** mad, **little** hurt)

REMIND (e.g. one **little** thing, **little** problem)

NEGOTIATE (e.g. **little** broccoli, run **little**)

#### **ROUTINES AND SCHEDULES**

##### **Snack/mealtimes:**

Students can tell how much food they want (e.g. **little** potatoes, **little** juice).

Adults can give students very tiny plates/cups to make the conversation silly, memorable, and meaningful - students will have to ask for only a **little** bit of food because the plates are so small. Adults can also pass out food one item at a time, so students have lots of opportunities to answer.

### **Circle:**

Students can play a song together and try to make it very little (i.e. turn down the music, sing very quietly, move very tiny).

Adults can model and provide choices for tiny dance moves, and tiny parts of the body to move, etc. (e.g. **little** toes, **little** lips; **little** wave, **little** jump). Adults can contrast this activity with "big" by turning up the music loud, doing big dance moves etc.

## **PLAY**

### **Toys and Games:**

Students can have a treasure hunt in sensory bins filled with sand or rice to look for miniature toys (e.g. mini boardgame pieces, or mini plastic animals). Adults can make a list of sentence frames for students to complete as they find items (e.g. I find **little** \_\_\_\_). Students can tell what little things they find.

### **Recess:**

Adults can pretend to end recess very early, then reveal the joke and send everyone back to play. Adults can tell students how **little** recess they have today, and that they will need to play really quickly before it's over.

After the real recess ends, students can tell about the silly short recess (e.g. **little** fun, **little** play, **little** sad)

## **READING**

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

You are (Not) Small by Anna Kang from YouTube courtesy of Joshy's Story Time

<https://www.youtube.com/watch?v=VoGSu7kS7f0>

The Smallest Girl in the Smallest Grade by Justin Roberts from YouTube courtesy of NomNomReadRead

[https://www.youtube.com/watch?v=AjWE-S\\_78vU](https://www.youtube.com/watch?v=AjWE-S_78vU)

The Lion Inside by Rachel Bright from YouTube courtesy of Bedtime Stories

[https://www.youtube.com/watch?v=GlFDD3gYZ\\_0](https://www.youtube.com/watch?v=GlFDD3gYZ_0)

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can use money to buy treats. Adults can pass out different amounts of money so that students alone have too little to buy any treats. Students can talk about how little money they have, then find a friend to pool enough money and buy a treat together.

Adults can model how much money each student has (e.g. **little** money). Adults can give students choices of who to team up with to get enough money, and choices of little snacks they can buy with less money.

## **SENSORY MOTOR**

Students can set a timer for a very short amount of time. Students can move a tiny part of their body in a tiny way until the timer goes off.

Adults can model and provide choices of little ways to move (e.g. **little** dance, **little** turn).

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

Little Boxes by Walk off the Earth from YouTube courtesy of Walk Off the Earth

<https://www.youtube.com/watch?v=LM8JhvfoqdA>

Little Black Submarine by The Black Keys from YouTube courtesy of The Black Keys

<https://www.youtube.com/watch?v=6k8es2BNloE>

Big City Dreams by NeverShoutNever from YouTube courtesy of NeverShoutNever

<https://www.youtube.com/watch?v=TMlj28o-Avk>

On the Bright Side (6ft Tall) by NeverShoutNever from YouTube courtesy of NeverShoutNever

<https://www.youtube.com/watch?v=-zm6i-C0p1Y>

## **STRUCTURED ACTIVITIES**

Students can make a collage of things that are little (e.g. raindrops, toes, cells, timers running out, babies).

Adults can provide cut out pictures to choose from, and model **little** on student's devices as they add images to their collage. Students can do the same collage for the word "big" and share out to compare and contrast the collages.

## **ART OR SCIENCE ACTIVITIES**

Students can use a microscope or camera to zoom in and look at very little things (e.g. look **little**).

Adults can support access by providing different sizes of items to zoom in on, and model comments while students are engaged in the activity (e.g. make **little** things look big).

## USE OF APPS OR OTHER TECHNOLOGY

*Geocaching* by Groundspeak. Geocaching is a treasure hunt for little trinkets that regular people have hidden and pinned on the map. Adults can talk about a big adventure to find a very **little** surprise. Students can follow the **little** dot on the map showing their location and adults can navigate to the hiding place.

[https://play.google.com/store/apps/details?id=com.groundspeak.geocaching.intro&referrer=utm\\_source%3Dgeocaching-website%26utm\\_campaign%3DQ1-2018-update-logged-out-home-page](https://play.google.com/store/apps/details?id=com.groundspeak.geocaching.intro&referrer=utm_source%3Dgeocaching-website%26utm_campaign%3DQ1-2018-update-logged-out-home-page)

*Littlest Pet Shop* by Electronic Arts. Littlest Pet Shop is a simulation game where students can take care of and play with little virtual pets. Adults can model comments about big animals in real life and **little** animals on the phone.

<https://www.commonsemmedia.org/app-reviews/littlest-pet-shop>

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Thank you!