

CORE WORD: **In**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

I me	Hi hello	Bye goodbye	help	stop	go	want	play
that	out	in	more	all done	bathroom	take a break	wash

WAYS WE CAN USE THE WORD

REQUESTS: "go **in**"

DIRECT ACTIONS: "leave it **in**"

DIRECT OTHERS: "put it **in**" "come **in**"

ROUTINES AND SCHEDULES

Arrival: Students arrive and begin to put their things away. If they have daily notebooks, they can focus on putting the notebook **in** the bin. Adults can model "Your notebook goes **in** the bin".

Clean up: Students can clean up at any point during the day (e.g., after a particular work session, before going out to recess, at the end of the day, etc.) Adults can focus on modeling putting things in their spots.

Throw away trash: When something needs to be thrown away, students and adults can comment on how the item goes in the can.

PLAY

Use toys and put them in bins and talk with the student about putting it in (e.g. Where is the dog? The dog is **in** the barn.)

Playing house: Students can play house or play with a toy house. They can talk about how the doll went in the living room or any other room. They can also talk about how the doll goes in the house. It can be expanded to talk about how different items are in different rooms (e.g. the couch is in the living room, the bed is in the bedroom. etc.)

Train tracks: Using train tracks, you can either use tracks that have a tunnel or create a tunnel over the tracks using blocks. The adults and students can talk about how the train goes in the tunnel.

READING

The "in" book: By Ms. Gardenia's Speech Room

<https://www.teacherspayteachers.com/Product/Basic-Concepts-Interactive-Book-The-In-Book-711497>

Boom cards: Where is the cookie? By Anne Page SLP

<https://wow.boomlearning.com/play/seAgnJ6nCcfEfht9P/teacher>

READ ALONG with MICHELLE OBAMA | There's a Dragon in Your Book | PBS KIDS

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Circle time: students can talk about each other going **in** the circle and going out of the circle. Adults can pause and discuss individual students going **in** and out.

Farm animals: Students can take turns putting farm animals in the barn. The animals can go in and out of the barn and adults can model discussing which animals are in the barn and which ones are out of the barn.

SENSORY MOTOR

Using shaving cream, adults can demonstrate putting their hands in the shaving cream and modeling the word **in** (e.g. my hands are in the shaving cream!)

Shaving Cream Marbling by the Artful Parent

<https://www.youtube.com/watch?v=65e5hKRPEnA>

STRUCTURED ACTIVITIES

Feeding Stuffed Animals/Puppets: "Put in" - have the student or students take turns feeding a stuffed animal. Teach them to put the food in the stuffed animal's mouth. Or have them tell you where to put the food! "Put it **in** the ____ (e.g. bowl, dish, etc.) and then feed the animal/puppet.

Scavenger hunt: Have different items hidden around a yard or room and have each student have a bag. When they find an item, they can say "Put ____ in"

VIDEOS, MUSIC, ANIMATED SHORTS

Wings works core word modeling the core word in

<https://www.youtube.com/watch?v=ibE3Eil8xlw>

Hokey Pokey Song (put your ____ in, put your ____ out)

<https://youtu.be/iZinb6rVozc>

ART OR SCIENCE ACTIVITIES

Cooking: Start with a recipe that your student enjoys making (e.g. ants on a log, smoothies, fruit salad, etc.). Talk about putting different ingredients **in** the bowl/blender/plate. Students can take turns putting each item into the bowl. Cooking in Dramatic Play Video Model by Carly Banks, (Adults and students can watch and look for all the ways he puts items "in" while cooking:
<https://www.youtube.com/watch?v=f6CMuSJPQM0>

Planting seeds: Students can go through the process of planting seeds. Adults can help the students start by putting a seed **in** a paper towel in a bag and making sure it is damp. As the seed grows, students can transfer the sprout **in** a cup. Once the sprout is bigger, it can be planted **in** the ground and continued to be watered.

USE OF APPS OR OTHER TECHNOLOGY

My Play Store app: The adult can model putting things **in** and taking them out of cart.

Peek a Boo Barn: talk about how once the barn door opens and the animals come out, (e.g. they go back in).

WORD WALL: Create a WordWall and add **in** 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 write or 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 Beth Lytle @ blytle@mail.sfsu.edu
Thank you!

CORE WORD: **More**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

REQUESTS: "more cookies"

RECURRENCE: "I want **more**"

DIRECT ACTIONS: "more jumping"

DIRECT OTHERS: "more tickles" "more please"

ROUTINES AND SCHEDULES

The core word more can be worked into any routine.

Snack or Lunch: Students may request **more** using their talker or signs, of an item they want. It can be expanded into "I want more ____ (item)".

Art or Science: Students may request more items such as paint. "I want more paint" "I want more science", etc.

PLAY

Modify their favorite game by providing multiple chances to practice saying **more** (e.g.: tag- stop running/chasing ask, "what do you want?" "Oh, you want "more! tell me!"). Reward each time the student says more immediately with more running/chasing/etc.

On the playground, a student can request more pushes on a swing or more help getting up on the play structure

During play, the student could ask for more bubbles, or any toy for that matter.

Blocks: Build a tower and as an adult stacks blocks, model the word, more.

READING

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

"More More More,' Said the Baby" by Vera B. Williams

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

Visit the website: tarheelreader.org to find books with voice output containing the core word more or follow the links below:

I want more

<https://tarheelreader.org/2019/12/05/i-want-more-7/>

More and less

<https://tarheelreader.org/2019/11/03/more-and-less-3/>

I love you more

<https://tarheelreader.org/2018/02/20/i-love-you-more/4/>

SOCIAL INTERACTIONS AND VIDEO MODELING

During recess, a student can ask their friend for **more** of any game or any activity (e.g. more jumping, more tag, more chase). Help facilitate the student's use of their communication device.

SENSORY MOTOR AND VIDEO MODELING

During Freeze tag: after the student tags an adult, stop and wait for the student to initiate in some form that they want to continue the game, (behaviors, gestures, vocalization) and then model the word, (saying, you want **more**) on the device.

Trampoline: Adults and students can jump on a trampoline. Adults can stop jumping and a student can indicate that they want more jumping. Adults can model saying "you want more!"

STRUCTURED ACTIVITIES

An adult could use a big core board or student device to model the word more, introducing it to the student and/or class.

An adult plays music and then turns it off. Student(s) need to request more if they want to hear more music. The adult can also model "you want more music".

VIDEOS, MUSIC, ANIMATED SHORTS

Learning **more** using bubbles by Mrs. McKindra and friends:

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

Bear wants more by Karma Wilson and Jane Chapman, read by Storybook nanny: <https://www.youtube.com/watch?v=rXI0BZpADpo>

AAC and more by lotsacompton:

<https://www.youtube.com/watch?v=O4ev4mShGTE>

Sign language and "more" by baby sign language

<https://www.youtube.com/watch?v=t9vdZBGjIPQhwo%20tot>

ART OR SCIENCE ACTIVITIES

During cooking activity, student(s) can indicate when they want a turn to put in **more** of the ingredients. A fun activity for kids is making popcorn with the 'air popper'

During any art activity a student can indicate that they want more of an item (e.g. more paint, more cotton balls, etc.)

Monster Mouth free art activity, from AAC language lab, <https://aaclanguage.com/>

Monster Mouth

Stage All: All Levels

Play this fun engaging game to help teach a variety of language and grammar.



What you need:

brown paper bags

googly eyes

craft materials - whatever you have on hand

crayons or magic markers

What to do:

Model each target word or phrase on the device. If possible, you may want to act out the word or show the person where each body part is.

Write each vocabulary word on a sheet of paper. Create a "monster" with your student by putting two brown paper bags together. Cut out a mouth and add teeth, eyes and any other parts you would like. Ask the student to find the target words on his/her device. When the student finds one, crumple up the paper and have him/her throw the word into the monster's mouth. Repeat with all the vocabulary words.

Objectives

Student will practice a variety of vocabulary functions while playing a game.

Materials Needed

brown paper bags

googly eyes

craft materials - whatever you have on hand

crayons or magic markers

Vocabulary Targets

Will vary

USE OF APPS OR OTHER TECHNOLOGY

Toca Monster Kitchen: Model the word, **more** when looking at different items the toca monster wants to eat

WORD WALL: Add the word, "more" 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu
Thank you!

CORE WORD: Out

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

REQUESTS: go out

RECURRENCE: more out

DIRECT ACTIONS: walk out, take it out

DIRECT OTHERS: get it out

ANSWER QUESTIONS: "out there"

PROTEST: "no out"

ROUTINES AND SCHEDULES

Arrival: Students arrive and begin to put their things away. They will take out their backpack and put it away on their hooks. Adults can model "you took out your backpack and hung it up" "You are taking out your supplies"

Games: If students want to play a game, they can request to take **out** the game. Adults can also model taking out the game and commenting on taking the game out.

PLAY

Toys: Use toys and put them in bins and talk with the student about taking it **out**.

Bubbles: student directs adults to take wand out and blow bubbles.

Shopping: Pretend shopping, put things in and out of the basket.

READING

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

Out and about by Shirley Hughes: <https://vimeo.com/408452194>

In like a Lion, Out like a Lamb by Marion Dane Bauer
<https://www.youtube.com/watch?v=xgOaV9I2Weg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Recess: At recess, before going outside, adults can model "it's time to go **out**" and have the student repeat after the adult.

SENSORY MOTOR

Jump out of box: Students can jump **out**, adults can jump out, puppets can jump out. The box can be large or small, whatever works for the student and adult in their situation.

P.E.: having an obstacle course and talking about going in and out of different obstacles. (e.g. hula hoops on the ground, tires on the ground, etc.)

Sand table: Student puts sand in a pail and then dumps it out. Adults can model put in, then out.

STRUCTURED ACTIVITIES

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about topics or items that are outside: (e.g. the ball is **out** of the box, the horse is out of the barn)

The _____ is out of the _____
The _____ is out of the _____
The _____ is out of the _____
The _____ is out of the _____

VIDEOS, MUSIC, ANIMATED SHORTS

Wings works core word modeling the word **out**:

<https://www.youtube.com/watch?v=ibE3Eil8xlw>

Hokey Pokey - Kids Dance Song - Children's Songs by The Learning Station

<https://www.youtube.com/watch?v=iZinb6rVozc>

Shake your sillies out by Raffi:

https://www.youtube.com/watch?v=NwT5oX_mqS0

ART OR SCIENCE ACTIVITIES

Balloons: Blow up balloon, and then model word **out** and let the air out. Students can use their communication devices, vocalizations, signs, etc. to signify that they want more air to be let out of the balloon.

USE OF APPS OR OTHER TECHNOLOGY

My Play Store app: The adult can model putting things in and taking them **out** of cart.

Peek a Boo Barn: talk about how once the barn door opens and the animals come out, they go back in.

WORD WALL: Create a WordWall and add "**out**" 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 write or 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 Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: **That**

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS: look **that**

GIVE INFORMATION: **that** one, **that** hurts

DIRECT OTHERS: do **that**, give me **that**, take **that**

REQUEST: want **that**, I want **that**, I need **that**

ASK QUESTION: what is **that**, who's **that**

ROUTINES AND SCHEDULES

Snack or lunch: Encourage the student to request an item by saying "I want **that**", "that" or "what that" it can be coupled with a point at the item the student is requesting (e.g. eat **that**)

Recess: I want that (toy)

Reading: (two choices) points to one he wants, model that one

PLAY

In a small group, put a single toy in a bag that you can tie or close tightly. Have each student feel the bag and see if they can guess what is inside. If they do not know what it is, model the question, what is **that**? If students may be trying to grab the toy, model having the student say, 'that's mine.'

As the adults and students are putting a puzzle together, use the word, that to model what you are doing, (e.g. I put that in, that go in, that piece).

While playing with cars, the adults can comment on what is happening, (e.g. that goes up, that goes down, that's fast, that's slow, that's red, that's blue, etc.)

READING

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

Bear sees colors by Karma Wilson and Jane Chapman read aloud by storybook central <https://www.youtube.com/watch?v=sgfToyCrCUA> Adults can focus on commenting on different items in the book (e.g., That's blue, that's red, that's a bird, that's a flower, etc.)

SOCIAL INTERACTIONS AND VIDEO MODELING

Taking turns: Students can talk about when it is their turn to play with a different toy, book, etc. (**That's** mine, that's yours, I want that, you get that, etc.) Adults can comment and model these phrases as well as say "That's fun" etc.

SENSORY MOTOR

Sand table: Students and adults can put their hands in the sand. They can talk about what they are touching in the sand table (what is **that**, I think that is ___).

STRUCTURED ACTIVITIES

Sorting activity: While engaged in a sorting activity, the adult can model items by color or shape. (e.g. **that** red, that blue, that circle, that square, is that blue, is that mine, is that circle.

Modeling the use of words in natural-in-the-moment opportunities would be especially useful for a word like that. If a student's toy is taken away from him or her, model the phrase by speaking and modeling on the AAC device, such as: that mine, or give me that. This type of modeling-in-the-moment can pack a power-punch to the word, it's meaning and application.

VIDEOS, MUSIC, ANIMATED SHORTS

What's this, what's that? By super simple songs

<https://www.youtube.com/watch?v=UKNiCMrd3nU>

Demonstrative pronouns: this, that, those, these by goenglish.tv

<https://www.youtube.com/watch?v=BcxmWhY-zx8>

ART OR SCIENCE ACTIVITIES

Science. Show two transparent cups and fill with water and ask, which has more? This one or **that** one? The adult models that during this activity, (e.g. look at that, that has more)

USE OF APPS OR OTHER TECHNOLOGY

Toca kitchen: Use phrases such as "Does he like that? Feed him that. Make that."

My Play Store: ask the students, what do you want? This one or **that** one? Pointing to food items. Once student chooses, model, 'you want that' one

WORD WALL: Create a WordWall and add "**that**" 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 write or type the word on the keyboard or write the word together.

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