

## CORE WORD: **Beside**

### 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/>

us	had	meet	went	funny	outside	inside	better
<b>beside</b>	Next to	run	hear	hang	okay	awesome	How are you?

### WAYS WE CAN USE THE WORD

REQUEST: Sit beside me?

DIRECT AN ACTION: Go **beside** them.

DESCRIBE: He is beside his mom.

ANSWER A QUESTION: That is beside the door.

### ROUTINES AND SCHEDULES

**Arrival**: when students take their seats, talk about who they are sitting **beside**

**Circle time**: Students can discuss who they are sitting beside at circle time and who their friends are sitting beside.

**Other ideas:** After dinner, everyone can change places and adults can ask “who is sitting next to you now?”, using their voice and the talker. Use beside and next to interchangeably and talk about how they mean the same thing

## PLAY

Students and adults can line up stuffed animals and together with adults and the adults can model on talker, which one is beside the other.

Students can pretend they are driving a train or car. Have two students stand next to each other pretend to drive and ask, who is **beside** \_\_\_\_ (insert name).

During book reading time, students can indicate who is beside them. The adult can model use of the word and state (e.g. \*Student’s name\* is beside \_\_\_\_\_)

## READING

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

For Rainbow fish, you can talk about how each fish is beside another and different scales are beside other scales.

<https://www.youtube.com/watch?v=Z3cmddZh6t8>

## SOCIAL INTERACTIONS AND VIDEO MODELING

During any activity throughout the day, it can be discussed who each student is sitting or standing beside.

During the circle, the adult can have a student come to the front of the circle and stand next to her. She/he can ask, “Who is beside me?” (Adult can model/ access the word, beside and have student’s find ‘beside’ on the talker”) Then have the students indicate who is sitting beside them. The adult can provide directions for the students to say, ‘hi’ to the student (s) sitting beside them.

## SENSORY MOTOR

An adult can draw a box or table on paper and then uses stamps to decorate the picture. The adult can circle the stamps that are BESIDE the table.

Students can then be provided with a Table or any object drawn on the paper and then use stamps to decorate the picture. Together with an adult, they can circle the items that are beside the table.

## 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 beside each other (e.g., the cat is beside the dog, the chair is beside the table).

The _____ is beside the _____
The _____ is beside the _____
The _____ is beside the _____
The _____ is beside the _____

## VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core words of the week:

Next to and Beside by Stephanie Kim

<https://www.youtube.com/watch?v=4AM20vOw5SQ>

Beside and besides by magicpathshala:

<https://www.youtube.com/watch?v=yLNZQP-UduQ>

Preposition song by scratch garden:

<https://www.youtube.com/watch?v=xyMrLQ4ZI-4>

### **ART OR SCIENCE ACTIVITIES:**

You can create any art project and describe how different parts of the project or different items are beside another part of the project. For example, a fish can be beside seaweed in an underwater scene. See example with steps below from simple every day mom <https://www.simpleeverydaymom.com/handprint-fish-craft-for-kids/>



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

*Toca Kitchen Monsters*: Talk about how different foods, pans, spices, etc. are beside another object. In the app, there are different scenes. In one scene, the user is preparing food for the Monster, an adult can model "let's get the fruit that is **beside** the meat", etc.

**WORD WALL:** Create a WordWall and add '**beside**' 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](mailto:blytle@mail.sfsu.edu)  
Thank you!

## CORE WORD: **Hear**

### 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.

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<b>us</b>	<b>had</b>	<b>meet</b>	<b>went</b>	<b>funny</b>	<b>outside</b>	<b>inside</b>	<b>better</b>
<b>beside</b>	<b>Next to</b>	<b>run</b>	<b>hear</b>	<b>hang</b>	<b>okay</b>	<b>awesome</b>	<b>How are you?</b>

### WAYS WE CAN USE THE WORD

GIVE INFORMATION: I **hear** a cat

DIRECT ATTENTION: hear that

REQUEST: Can I hear?

ASK QUESTION: do you hear that?

### ROUTINES AND SCHEDULES

The adult gathers toys that make sounds. Each student can take turns in circle showing each other how the toys make sounds. The adults ask and model on communication device, ("Can you hear it?").

**Bathroom**: Adults can comment and model what they hear in the bathroom (e.g., the water in the sink, the toilet flushing, the paper towel being taken out of the hold, etc.)

**Recess:** It can be discussed what students hear throughout recess (e.g. do you **hear** Julie laughing, I can hear Brad and Trisha talking, etc.)

**Cooking:** Adults can do a cooking project that they know will create some noise. For example, making popcorn. Put the kernels in the popper (this will create a sound to hear), turn on the air popper (this creates a loud noise that students can hear) and finally, students can hear the popcorn kernels popping as they are being cooked.

## PLAY

Play zoo or safari, what animals do you hear? For example, the San Diego zoo and zoo Miami have a virtual field trip that students can take. Adults can discuss what different animals sound like and different animals that the student can hear. (e.g. do you **hear** the gorilla?)

PBS learning goes to zoo

Miami <https://ca.pbslearningmedia.org/resource/1abd0f5d-b482-4ded-b7fc-1e4dd01b2d83/zoo-field-trip/>

Virtual Field trip to the San Diego Zoo <https://www.weareteachers.com/virtual-field-trip-to-the-san-diego-zoo/>

Play a game of silence with students. Everyone needs to be quiet for 30 seconds until the timer goes off. When the timer goes off, the adult can ask, did you hear anything? What did you hear?

## READING

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

I hear by Helen Oxenbury <https://www.youtube.com/watch?v=K5NfaSVIqIE>

The 5 senses: <https://tarheelreader.org/2020/03/26/the-senses-see-hear-touch-smell-and-taste/4/>

Polar Bear Polar Bear, What Do You Hear by Eric Carle read by Justin Brannick  
<https://www.youtube.com/watch?v=ctQjLfMKinU&t=202s>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can role play a student whispering to another person when they talk. The student would need to say, "I don't **hear** you", adults can model and point to the communication device to help facilitate this phrase for students.

## **SENSORY MOTOR**

An adult can use YouTube or another source to play music. The music can be played and stopped. When it is stopped, an adult can ask a student "what did you **hear**?" and the student can respond with "I **hear** a trumpet". This can be continued into other instruments or different songs and can be continued to be discussed with the adult and student.

## **STRUCTURED ACTIVITIES**

Adults can introduce the word hear on talker or big core board. Teacher will indicate that they will be listening to sounds in the environment (teacher can use on YouTube or sound touch app, (e.g. sink, toilet flush, lawn mower, blender, tv, radio? Students listen intently and the adult plays sound and students raise their hand to answer the question. Teacher models to assist student to expand utterance, (I hear a \_\_\_\_)

Play different vehicle sounds and ask student(s) what they hear (e.g. bus, car, ambulance, police car, fire truck, helicopter, airlines, etc.)



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

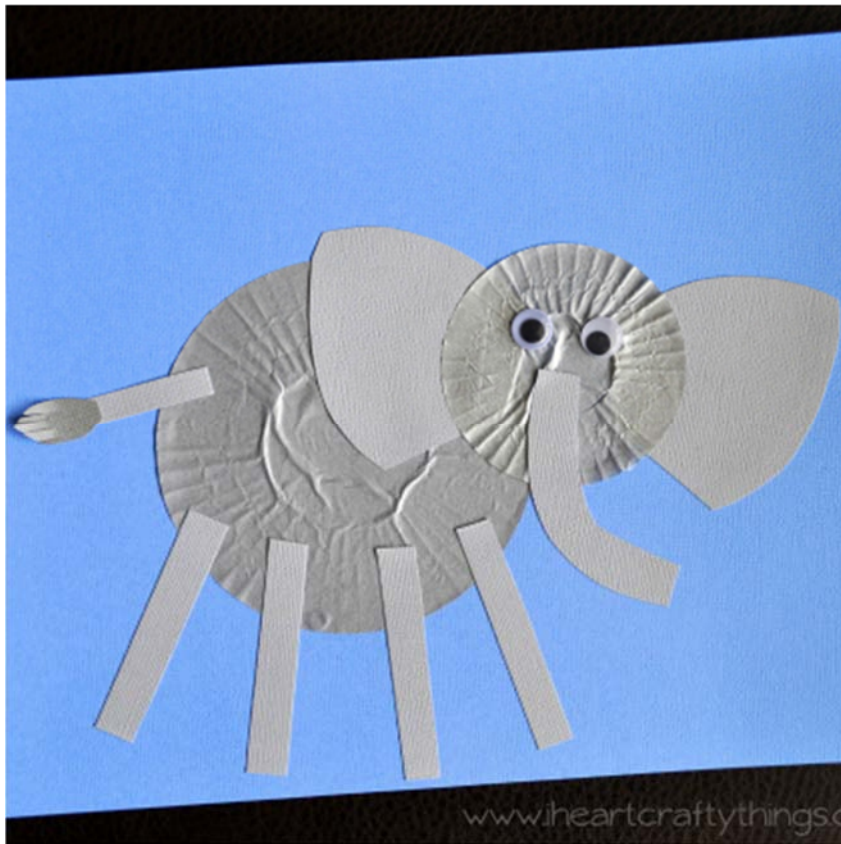
What can I hear? By Annie Kubler, read by Molly Yost  
<https://www.youtube.com/watch?v=CCsAmToAgr4>

What do you hear? By super simple songs  
<https://www.youtube.com/watch?v=YVgv1EFJZHc>

## **ART OR SCIENCE ACTIVITIES**

Elephant art, adults can ask "what do elephants hear with? Elephants hear with their ears", etc.

Frist art example and steps by Rachel at  
<https://iheartcraftythings.com/cupcake-liner-elephant-craft.html>



Another Paper Plate Elephant Craft by the Crafty Morning:  
<https://www.craftymorning.com/paper-plate-elephant-kids-craft/>



### USE OF APPS OR OTHER TECHNOLOGY

*Toca Boca Birthday.* This app can be used to throw a birthday party. During the birthday party, you have a birthday song and blow out the candles on a cake. You can open the present, eat the cake, drink the juice. At the end, you clean up and wash the dishes. Adults can model the sentences "Do you **hear** the birthday song? Do you hear the toy?"

*Sound Touch.* This app provides colorful photographic visuals coupled with sounds across a wide range of categories, (e.g. pets, farm animals, vehicles.)

**WORD WALL:** Create a WordWall and add '**hear**' 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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Thank you!

## CORE WORD: **Next to**

### For Educators, Related Service Providers and Parents

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us	had	meet	went	funny	outside	inside	better
beside	<b>Next to</b>	run	hear	hang	okay	awesome	How are you?

### WAYS WE CAN USE THE WORD

REQUEST: Sit next to me?

DIRECT AN ACTION: Go next to them.

DESCRIBE: He is next to mom.

ANSWER A QUESTION: That is next to the door.

### ROUTINES AND SCHEDULES

**Arrival**: when students take their seats, they talk about who they are sitting next to. Adults can facilitate this by commenting and modeling for a student who they are **next to**.

**Circle time**: Students can discuss who they are sitting next to at circle time and who their friends are sitting next to. Adults can facilitate this by helping a student and modeling saying and pointing to the person next to each student

**Mealtimes or discussions about school:** Model the phrase, 'Next to' on your student's communication system when you are involved in daily activities or tasks such as eating dinner, (where you can talk about who is sitting next to one another or when talking about who they sit 'next to' at school).

## PLAY

**Recess:** During recess, students can talk about what friends they are playing next to. For example, if students are swinging, they can talk about who is swinging **next to** them. Adults can also facilitate this interaction by saying " \_\_\_\_ you are swinging next to \_\_\_\_"

## READING

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

Any book can be used, and it can be talked about how different things on the pages are next to each other. In Green eggs and Ham, it can be discussed how the eggs are **next to** the ham on the plate, etc.

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

## SOCIAL INTERACTIONS AND VIDEO MODELING

During any activity throughout the day, it can be discussed who each student is sitting or standing next to. For example, during math or reading, an adult can model "You are sitting **next to** \_\_\_\_"

Video modeling: POV video modeling for autism: setting the table. In the video and with the help of an adult model, it can be discussed how the plate is next to the fork, the cup is next to the spoon, etc.

<https://www.youtube.com/watch?v=IAFxDo21Ebs>

## SENSORY MOTOR

Play duck, duck, goose as a class and first talk about who is sitting next to whom before each round starts this can be modeled by an adult or student with their device. For example, James is **next to** Anna.

## STRUCTURED ACTIVITIES

Cooking: During cooking, the class can talk about what ingredients are next to each other while looking at a recipe. For example, for fruit salad, apples may be **next to** grapes on a list of ingredients.

Worksheet from mathworksheets4kids.com has different sets of objects and asks the student to circle which object is next to another object.

<https://www.mathworksheets4kids.com/positions/beside-next-to/circle-object.pdf>

## VIDEOS, MUSIC, ANIMATED SHORTS

Two little blackbirds song, talk about how the two birds are sitting next to each other <https://www.youtube.com/watch?v=OQzeA81geZI>

Let's set the table song from Big Wave English is a fun song and adults can model talking about what is **next to** another object.

<https://www.youtube.com/watch?v=U2y4irBV96E>

## ART OR SCIENCE ACTIVITIES

Paint different flowers and talk about what colors are next to each other. This particular art project is created using forks that are dipped in paint and pressed against the paper. First, have the student paint the stems and then go and paint the flowers on top of the stems. Adults can model "the orange flower is **next to** the red flower", etc.



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

PBS Kids: The game “ready, jet go” can be played and it can be discussed as to how different things (e.g. the buttons on the control panel) are **next to** each other <https://pbskids.org/readyjetgo/games/mission-control>

**WORD WALL:** Create a WordWall and add ‘**next to**’ to the list.

**READING and the Word Wall:** Sound out the letters together. Have the students find the word on the AAC system.

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

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Thank you!

## CORE WORD: Run

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us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

### WAYS WE CAN USE THE WORD

GIVE INFORMATION: Dog runs

DIRECT ATTENTION: That cat runs

REQUEST: Can I **run**?

DIRECT ACTION: You run

CESSATION: stop running

RECURRENCE: more running

NEGATION: no running

### ROUTINES AND SCHEDULES

**Recess**: Adults can talk about games where student(s) run (i.e. tag, chase, etc.) to see which games the students enjoy and lead students in games that involve running (e.g. tag, kickball, red light green light, etc.) during recess and model **"run."**



## PLAY

During imaginative play, using toys such as puppets, action figures, or stuffed animals, adults can facilitate many opportunities for students to use the word “run.” For example, adults and students can pretend to have their action figures race each other, play tag, or see how fast they can go. Students can comment on how the animals run (e.g. “**run** fast”).

## READING

Free printable books featuring run by teachingmama

<https://teachingmama.org/sight-word-readers-word-run/>

Going on a run from tarheel reader:

<https://tarheelreader.org/2020/04/03/going-for-a-run/>

## SOCIAL INTERACTIONS

When playing outside, students can ask other students or adults to **run** and chase them. Adults can model by saying “you want me to run” to comment on the student’s request.

## SENSORY MOTOR

**P.E.:** Students can do any activity that involves running (e.g., basketball, racing, soccer) and adults can comment on what the student is doing. (e.g., you are **running** to get the basketball).

## STRUCTURED ACTIVITIES

Playing duck, duck, goose as a class, students and adults can comment on which students are **running** around the other students.

Using an animal unit, such as zoo animals, students and adults can predict which animals they think will **run** vs. fly vs. swim, etc. Then different videos of

animals running, swimming, flying can be shown to display the different modes of transportation

Run worksheet by primary learning: <https://primarylearning.org/worksheet/in-the-orchard-sight-word-run/>

## VIDEOS, MUSIC, ANIMATED SHORTS

Sight word run by ESL Kids world, Teaching run: <https://www.youtube.com/watch?v=10yeOTPebzA>

Sight words run by The Early Learning Program: <https://www.youtube.com/watch?v=zdA7wXVZVf0>

Total sight words Run song by A is for Apps: <https://www.youtube.com/watch?v=GmtH3YSNZPI>

## ART OR SCIENCE ACTIVITIES

Make a cheetah mask and talk about how cheetahs and other animals **run**. Students can then pretend to be a cheetah and run around. Mask directions from Kimberly on learncreateandlove.com <http://learncreateandlove.com/cheetah-mask-craft/>



## USE OF APPS OR OTHER TECHNOLOGY

*Temple run:* Adults and students can take turns using the free game temple run to **run** through the temple and collect different coins. Adults can model "it's my turn to run"

**WORD WALL:** Create a WordWall and add 'run' 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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