# CORE WORD: Sing

**PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM**

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student  in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

# WAYS WE CAN USE THE WORD

Singing with your student is an excellent way to support language development. Children can learn language through watching, listening and joining in with you. Music and singing helps support a variety of skills such as literacy, phonological awareness, auditory discrimination, vocabulary development, and helps with understanding of expressions. It can also support the development of gross motor skills when the child learns to add the hand/body motions to songs. Establishing music-related connections is extremely beneficial in language development and incorporating the core word 'sing' will be a fun and educational addition to your daily routine.

EXPRESS EMOTION (e.g. "This is a song I like to **sing** when I am happy.")

SHARE INFORMATION (e.g. "I learned a new song at school today. Do you want me to **sing** it for you?")

COLLABORATIVE PLAY (e.g. "Let's have a play concert. You can **sing** and I can play the drums.")

REQUEST (e.g. "Can you **sing** with me, Mommy?")

## ROUTINES AND SCHEDULES

**Circle:** During the morning circle time routine, adults can have a 'word wall' with the core word **sing** hung somewhere accessible in the classroom or home. Students and adults can sing a song as part of the daily circle routine. Adding a regular song to circle time builds schema, establishes predictable routines, and gives practice with singing the lyrics that will help with speech development. Each time singing is incorporated into a routine, adults can model it by referring to the word wall.

**Transitions:** Adding songs throughout transitions in daily routines can help kids transition between activities with ease. (e.g. "It's time for us to clean up so we can go to lunch, let's **sing** the 'clean up' song to help us get started!").

Another idea for transitioning is incorporating a 'song and movement break' in between academic-related activities. This can help to ensure focus for the next activity and gives an opportunity for students to regulate themselves. (e.g. "It's time to stand up! We can move our bodies and **sing** a song to give our bodies a break from learning.")

**Music in the car:** Car rides are a great time to **sing** as a family. Having a playlist or album playing in the car can keep the students busy, engaged and learning while the adult is driving. Adults can sing along and take turns singing different parts of the song.

## PLAY

**Toys and Games:** Students can engage in associative play with dolls or stuffed animals by having a concert. One toy can **sing** while the others sit in the audience and watch.

Students can engage in cooperative play by using a toy microphone and taking turns **singing** with each other. Engaging in pretend play with peers is an important skill for children's social, emotional and language development.

**Singing Games Children Love, Volume 3 by Denise Gagne:** A fun and useful resource for adults to get ideas for incorporating **singing** into curriculum and routines. This book has more than 50 singing games targeted for students in grades PreK-Grade 3. There are a variety of singing games and activities that include: warmups and openers, traditional singing games from North America and around the world, original singing games and games for special days. There are clap games, chase games, passing games, guessing games and line games. The games are organized into three sections: Openers and Warmups, Games For Special Days, Games Around the World, and games organized by melodic concept. Click the link below for more information on this product: https://www.teacherspayteachers.com/Product/Singing-Games-Children-Love-Volume-3-4469125?gclid=CjwKCAjwrKr8BRB_EiwA7eFaphSHpGrH1LyBlEU9QgglRdG74VDdKmZCmA5qU6B9QBSt-bJeks95xBoCcl0QAvD_BwE

# READING

**Pete the Cat: I Love My White Shoes** | **by Eric Litwin** | **Read Aloud by WhiteBoard Entertainment Studios**

A story about Pete the Cat who was walking down the street **singing** about his new, white shoes. Along the way, he steps in various things that make his shoes turn different colors, but Pete keeps singing his song and not letting it bother him. https://www.youtube.com/watch?v=fj_z6zGQVyM

**Dem Bones** | **by Bob Barner** | **Read Aloud by StoryTime Read Aloud 4u**

A skeleton-themed book for **singing** along to learn about the different bones in our bodies. This book is influenced from a well-known African American traditional spiritual song called "Dem Dry Bones". https://www.youtube.com/watch?v=CAOX86baSIk

**We All Sing with the Same Voice** | **by J. Phillip Miller** | **Read Aloud by Kara Becker**

Influenced by the song that was first featured on *Sesame Street*, a joy-filled song that is about children all around the world coming together through **singing**. https://www.youtube.com/watch?v=ezAwndQ5FRs

**Singing in the Rain** | **song by Nacio Herb Brown, art by Tim Hopgood** | [Read Aloud by Angelina Jeffery](#)

Book influenced by the song by Nacio Herb Brown "**Singing** in the Rain". These classic Broadway song lyrics are accompanied by beautiful pictures with children dressed in their rain gear. [https://www.youtube.com/watch?v=mf2s-s--1Xs](https://www.youtube.com/watch?v=mf2s-s--1Xs)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can **sing** along and do the hand motions to the following nursery rhyme videos:

[The Itsy-Bitsy Spider | Nursery Rhymes from Caitie's Classroom](#)

[The Wheels On The Bus | Children Song | Nursery Rhyme song for kids and baby | Patty Shukla](#)

[Boom Chicka Boom | Fun Dance Song for Kids | Brain Breaks | Jack Hartmann](#)

[Baby Shark Dance | Sing and Dance! | @Baby Shark Official | PINKFONG Songs for Children](#)

[Head Shoulders Knees & Toes (Sing It) | Super Simple Songs – Kid Songs](#)

## SENSORY MOTOR

Incorporating the hand and body movements to the nursery rhymes linked above promotes movement and action to a **singing** routine which helps enhance the experience through kinesthetic learning.

## VIDEOS, MUSIC, ANIMATED SHORTS

_[Sing](#)_ | _Animated movie trailer_ | _Illumination Entertainment_

An animated musical-comedy film that is kid-friendly and enjoyable for all ages. This movie has over 60 songs throughout and is great to **sing** along. The story premise is about a koala who hosts a singing competition for other anthropomorphic animals to enter in efforts of saving the theater he owns.  A cute story with great songs throughout.
https://www.youtube.com/watch?v=9qPgK_u4vX8


# STRUCTURED ACTIVITIES

Adults can have a music wall in the home or classroom that contains removable, Velcro icons of all the favorite musical soundtracks or albums. Some other icons could be associated that will allow the student to comment. There can be a sentence strip at the bottom of the board that says "I can **sing** ___ (e.g. _Moana_)! This music is _____ (e.g. silly). I feel ____ (e.g. happy)". Students can request to play certain songs or albums throughout other daily routines by removing an icon from the board and presenting it to adults or adding it to a visual schedule. For example, students can request to play the _Moana_ soundtrack during snack time using icons. After snack time, students can comment on the music using the icons. Some soundtrack movie ideas: _Frozen, Moana, Trolls, Sing, Lion King, Mulan, Tarzan._

Adults can use songs that tie to the student's academic curriculum. This is a useful way to support learning of new concepts and incorporates multiple modalities of learning. (e.g. Sing the "[Days of the Week](#)" song during calendar time) https://www.youtube.com/watch?v=oKqAblcwFOA


# ART OR SCIENCE ACTIVITIES

**Art:** Adults can make a coloring worksheet that has fill-in-the-blank sentences at the top of the page saying 'This song makes me feel ____. I look like this when I **sing** it'. Below the sentence, students can draw a picture of themselves singing. After students have time singing their favorite song, they can take some time to reflect how singing makes them feel. Using art to connect emotions helps with language development.

**Science**: Making "Singing Phones" out of PVC pipe, PVC pipe elbows, and colorful duct tape. This is a low cost and useful classroom tool for kids to use in music class or at home. Adults can have the students use the phones while they are singing, as it provides auditory feedback which can help with phonological awareness and speech sound development. It can also help students understand the many uses of their voice.



Photo courtesy of Jennifer Hibbard

https://nafme.org/singing-phones-diy-project-elementary-music-teachers/

## USE OF APPS OR OTHER TECHNOLOGY

*Garageband* – Apple iOS: A fully equipped music creation station on iPad or iPhone that can incorporates musical instruments and **singing**.

*SongPop 2 – Guess That Song* – Fresh Planet Music: A free app for teens that plays songs aloud and the user needs to guess the song titles. Students can **sing** along to help remember the song title!

*Karaoke – Sing Unlimited Songs* – Yokee Music: A free karaoke app that allows students to **sing** karaoke to any song downloaded in the system.

**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 Amy Burt @ **amyaburt@gmail.com.**

Thank you!

# CORE WORD: Need

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

## WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g. She **needs** a crayon. I **need** my jacket.)

COMMENT: (e.g. That cake **needs** frosting.)

DESCRIBE: (e.g. I **need** a purple pen.)

PROTEST: (e.g. No, I don't **need** more water!)

AFFIRMATION: (e.g. Yes, I **need** that. Yes, he **needs** that to sleep.)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students can indicate to adults which foods or drinks they **need**. Adults ask the student "Do you need this food/drink?" while offering a specific food or drink. Students can respond "I **need** food" or "I need that drink."

**Circle:** Adults can create a structured activity where the opportunity to use the word **need** is high. For example, the group can sing the "weather song" listed in below. After the weather song, the adult can state 'it is cold today, what do we need to wear?' The students can then indicate what they need to wear. For example, "I need to wear a jacket." The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

How's the weather | Super Simple Songs

https://www.youtube.com/watch?v=rD6FRDd9Hew


## PLAY

**Toys and Games:**

Mr. Potato Head: Build a Potato head with a partner together! Each person can take a turn to attach a body part onto the potato. Before taking a turn, the student must indicate to the adult what they need to build the potato "I **need** an arm."

Dollhouse: Adults can assign each student a doll. The adult can then set aside the dolls clothes in a separate pile. The student can then indicate which clothes they **need** to dress their doll. For example, the teacher can tell the adult "I need the red shirt." This process can continue until the doll is fully dressed.

**Recess**

**Sandbox:** Adults can instruct students to describe what they **need** to play with in the sand box by using the core word 'need.' For example, "I needed a shovel to dig the sand" or "I need water to build a moat."

**Swings:** Students can use the core word '**need**' to give instructions to the adult. For example, "I need to swing higher, I need you to push me faster, I need to slow down." The adult can comply once the student has given the instructions.


## READING

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


I Need My Monster | Storytime at Awnie's House

https://www.youtube.com/watch?v=yLdd74pGiXQ

-Adults should talk to students and ask them questions during the story. For

example: "What does the boy need" or "What does the boy not need."

I Need A Hug - By Aaron Blabey | Storytime Now!

https://www.youtube.com/watch?v=quOxSWBSyk8

## SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to comment, describe, and share, and take turns can be greatly increased once they learn how to appropriately use the word **need.** Through modeling, this video shows us how the word need can be communicated when a student states that they '**need** a break.' Adults can also model using words to say "I need a break. "Adults may also use nonverbal gestures such as sign language to model the word 'need.' By coordinating gestures with words, the student can learn different ways to communicate the word 'need.'

I need a break | Autmomcolo

https://www.youtube.com/watch?v=xDYFhrz74ks

## SENSORY MOTOR

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. During the creative process, the adults can instruct the students to indicate which materials they want by saying "I **need** _____." For example, "I need a sponge" or "I need paint." This will give students the ability to describe what they need and to provide information to the adults

## STRUCTURED ACTIVITIES

Adults can create any structured play activity where the students have to take turns. Before taking a turn, the student must declare that it is 'I **need** a turn' using their AAC device or other form of communication.

## ART OR SCIENCE ACTIVITIES

Turkey Leaf Art

Students can create a turkey using leaves, a turkey body, paint, and markers. During the project the Adult can indicate which materials the student will **need** during the art activity. The adult can then tell the students to indicate which materials they need so that the adult can give them the art materials for their project. The student can indicate this by stating "I need a leaf," or "I need the markers."

https://www.easypeasyandfun.com/turkey-crafts-for-kids/



## USE OF APPS OR OTHER TECHNOLOGY

The *My Play Home App* gives students the opportunity to describe, protest, or affirm what they want to do in the app. Students can tell the adult "I **need** you to put the red dress on the mom" or "I **need** to give the boy a scoop of green ice cream."

*My Play Home App* |IOS System

https://apps.apple.com/us/app/my-playhome/id439628153

*My Play Home App* | Android System

https://play.google.com/store/apps/details?id=com.playhome.lite&hl=en_US&gl=US

## VIDEOS, MUSIC, ANIMATED SHORTS

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

Lady Antebellum - Need You Now

https://www.youtube.com/watch?v=eM213aMKTHg

I Need Your Love | Calvin Harris

https://www.youtube.com/watch?v=ZvzwYUz66bo

**WORD WALL:** Create a Word Wall and add **'need"** 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. Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

# CORE WORD: Work

**PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM**

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student  in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

## WAYS WE CAN USE THE WORD

COMMENT (e.g. "It **works!**")

DESCRIBE (e.g. "I am **working**", "She is **working**")

LABEL (e.g. "This is **work**")

REFUSE/PROTEST (e.g. "all done **work**", "I am done with **work**")

## ROUTINES AND SCHEDULES

**Schedule:** These days, we are all dealing with lots of change and uncertainty and our students are no exception.  The ways we are working are looking a lot different than we are all used to and our schedules can feel very upended.  Going over our schedules at the beginning of the day is a great way to help ground ourselves and regain some familiarity.  As you go over the class schedule, students can say when it is time for **work**, as well as identify other times (play, snack, etc.)

**End of the day:** Adults can lead the students through the day's schedule to review what activities the students completed.  The students can identify which activities were **work** and which were other things (play, rest, lunch, etc.).

## PLAY

**Pretend play:** So many of our students love to explore professions and occupations during pretend play.  This is a great time to describe and comment "I am **work**-ing" while pretending to be various jobs.

**Recess**

Try setting up a regular statement the class as a whole can say in unison before heading out to recess (e.g.: "**work** is all done, time to play"!)

## READING

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

"Career Day" by Anne Rockwell read aloud by Reading Pioneers Academy.  A book that describes a variety of jobs through the perspective of a classroom on career day (great for "he/she is **work**-ing").

"Clothesline Clothes to Jobs People Do" by Kathryn Heling and Deborah Hembrook read aloud by Liberate-Ed.

## SOCIAL INTERACTIONS AND VIDEO MODELING

For our older, transition-age students (post-high school), many social interactions begin to happen outside of school and in a work/volunteer setting.  Prior to heading to their work/volunteer positions for the day, try going through who they might see at work and how they will initiate/maintain social interaction (e.g.: "At **work** today, I will say 'hi' to Chris and ask him about his weekend").

## SENSORY MOTOR

Planning with sand is a fantastic sensory activity for many of our students.  It is also a great way to play "construction".  Students can pretend to **work** while building structures or moving sand around a sensory sand box.

## VIDEOS, MUSIC, ANIMATED SHORTS

"What Do You Want to Be When You Grow Up" song by Storybots from Netflix Jr.

## STRUCTURED ACTIVITIES

Adults can use Google to search for images of city life, either real or animated.  Use these images as visual prompts for the students to describe what they are seeing.  Much like the reading activities, these can be used to elicit a wide variety of sentence complexity.

Students can describe using the level of language complexity that is appropriate for them and their goals, ranging from simple (“She is **work**ing”) to more complex (“They are **work**ing on the building”).

## ART OR SCIENCE ACTIVITIES

 Adults can explore different ways to make things or devices “**work**” or “not **work**”, such as removing/replacing the batteries in toys that light up or make noise, setting up a simple (or complex!) Rube Goldberg machine to “**work**” or “not **work**”, etc.  Students can comment “it **works**!” or “not **work**/it does not **work**”.

##  USE OF APPS OR OTHER TECHNOLOGY

*Kids Occupations and Professions* iPad app by himanshu shah.  The app, which is free but has in-app purchases, describes different occupations and jobs that the students can describe and identify as **work**.  This app also details what tools and objects different professionals use and “need for **work**”.

*Planner for iPad* is a productivity/organization app that can be used for our older students, especially transition-age students who are going out to jobs or volunteer positions throughout the day.  Other apps could also be used, even the default Calendar app, that the student can organize their day and highlight the times for **work**.

**WORD WALL:**  Create a WordWall and add **‘work’** 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 Wes Heidenreich @ heidenreichwes2@gmail.com.
Thank you!

# Core Word: Make

**PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM**

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student  in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

## WAYS WE CAN USE THE WORD

REQUEST: (e.g., let's **make** more, please, will you **make** it go fast?)

GET HELP: (e.g., help me **make** it)

ASK QUESTION: (e.g., can I **make** this?, what are you **making**?)

ANSWER QUESTION: (e.g., yes, I did **make** cookies, I'm **making** it go up)

DIRECT ACTIONS: (e.g., stop **making** noise)

SHARE INFORMATION: (e.g., I can **make** it, I like to **make** jello)

EXPRESS OPINIONS: (e.g., you **make** yummy bread)

TELL ON SOMEONE: (e.g., she is **making** a mess)

## ROUTINES AND SCHEDULES

**Break time:** Students can **make** a choice of a relaxing activity/chill out space

**Snack/mealtimes:** Students can **make** a choice of a snack. They can give directions about how to make their meal (e.g., please make me a pizza, make it big, make it hot!, etc.).

Students can **make** cookies. They can direct others and state their preferences by saying, "let's make cookies, let's make them chocolate, make the mixer spin, please make them star shapes, etc."

**Circle:** Adults can pass out instruments to students. Students can follow such directions as: **make** the music loud, make it soft, make some noise, make more music, make it go fast, make it go slow, etc.

## PLAY

There are a variety of toys and activities that can easily incorporate the word, **make**. Here are some ideas:

**Toys and Games:**

Cars: Students can direct each other to **make** the cars do a variety of actions (e.g., make it stop, make it go, make the car go fast/slow, make it go up, make it go down, etc.)

Legos: Students can **make** a variety of different objects and animals. They can direct each other to make structures of different sizes, shapes, and colors

Playdough: Students can **make** different shapes, objects, people, and animals. They can make them different sizes, and colors in different quantities. They can also make their playdough creations do a variety of actions (e.g., make the ball roll, make the square flat, etc.)

**Recess:** Students can play together with a ball (e.g., **make** it stop, make it go, make the ball go up, make it go down, make the ball go fast, make it go slow, etc.)

Students can direct each other what to draw with chalk (e.g., **make** a dog, make its tail long, make it brown, make it say "woof!", make it a house, make it look happy, make it a leash, etc.)

## READING

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

Pigs Make Me Sneeze!  | Read Aloud | https://www.youtube.com/watch?v=xnAk4JfdX00&feature=emb_logo by Mo Willems

A Book of Sleep  | Read Aloud | VidsWithRy | https://www.youtube.com/watch?v=GOd7MaQpC20 by Il Sung Na

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can **make** silly faces with each other, using mirrors. They can guess what kind of face their peer is making (e.g., you made a happy face!) or direct each other (e.g., make a scary face!)

## SENSORY MOTOR

Weather: Students and adults can **"make"** different weathers, using a variety of objects. For example, they can make it sunny (flashlight), make it rain (water in a spray bottle), make it snow (packing peanuts), make it windy (fan), etc.

Water Sensory Tub: Students and adults can use food coloring dye and soap in a small tub to direct each other to **make** bubbles and designs of different sizes (e.g., make a big bubble), colors (e.g., make the water purple), shapes (e.g., make a circle), and quantities (e.g., make lots of bubbles, please)

Students can **make** sensory materials such as clay:
https://www.youtube.com/watch?v=1jlH7qLfUNg

## VIDEOS, MUSIC, ANIMATED SHORTS

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

I Can Make a Circle, by Pinkfong! Kids' Songs & Stories
https://www.youtube.com/watch?v=iMtGFOFX6wo&list=PLUNCfBPg4DP0dOz5q
UoZ1U3Ek4iQdg8-s

We Make, Core Vocabulary Song, by Speech and Language Songs
https://www.youtube.com/watch?v=WI-
yNBcEDjM&list=PLUNCfBPg4DP0dOz5qUoZ1U3Ek4iQdg8-s&index=2

Let's Make a Pizza Song, By Maple Leaf Learning
https://www.youtube.com/watch?v=wkvfztlC2ho&list=PLUNCfBPg4DP0dOz5qUo
Z1U3Ek4iQdg8-s&index=6

Young Adults

Taylor Swift - Look What You Made Me Do
https://www.youtube.com/watch?v=3tmd-ClpJxA

Michael Jackson - The Way You Make Me Feel
https://www.youtube.com/watch?v=HzZ_urpj4As

## STRUCTURED ACTIVITIES

Using toys, objects, or pictures, students can predict what kind of sound they think an instrument or animal will **make**. For example, they can guess if the animal or instrument will make a sound that is short, long, pretty, high, low, silly, loud, soft, etc.

## ART OR SCIENCE ACTIVITIES

Origami: Students can **make** different animals and shapes of different colors and sizes (e.g., make a big blue bird)

Jewelry: Students can **make** beaded jewelry. They can make the jewelry different lengths, colors, etc. Students can ask each other, "who are you making it for?"

Volcano: Adults can facilitate science experiments, such as **making** a volcano: https://www.youtube.com/watch?v=8AqoOOJ3H_I

## USE OF APPS OR OTHER TECHNOLOGY

*Build a Truck* by Duck Duck Moose - Students **make** a truck by choosing the color, design, and accessories

*Toca Kitchen Monsters* by Toca Boca - Students **make** the monsters different foods. They can make the monsters happy, make them a lot or a little food, make more food, make salty food, make vegetables, etc.

*Hair Salon 3* by Toca Boca - Students cut (**making** it long or short), color (e.g., make it rainbow) and style (make it curly, straight) hair.

**WORD WALL:**  Add the word, **make** 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](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Sophie Goodwin, M.S., CCC-SLP @[sophieDgoodwin@gmail.com](mailto:sophieDgoodwin@gmail.com). Thank you!