CORE WORD: Today

For Educators, Related Service Providers and Parents

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. AAC systems 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

GREET (e.g. It's nice to see you **today**.)

ASK QUESTIONS (e.g. What are we doing **today**?)

CLARIFY (e.g. **Today** or tomorrow?)

TELL A STORY (e.g. **Today** on the playground…)

ROUTINES AND SCHEDULES

Circle: Circle time offers many opportunities to use the word 'today.' Some ideas include: Talk about what the weather's like **today**, what classroom jobs students have today, if someone has a birthday today.

You can review the schedule discussing what specials (e.g. music, art, computer class, etc.) are today. Here is a great magnetic calendar from Melissa and Doug. It gives students a hands-on opportunity to talk about today.

PLAY

Toys and Games

Dress up: Play dress-up with child size costumes/accessories or with a doll. Talk about the weather **today** and decide what clothing is needed today. You don't have to stick to the actual weather outside. Use your imagination and students can select outfits for whatever "today" has in the forecast.

READING

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

Today | Julie Morstad | Read Aloud by Ashleylkeil

Book description via GoodReads: The simplest moment has the potential to become extraordinary in this beautiful book by Julie Morstad. From getting dressed, to having breakfast, to choosing ways to go, Today has a little something to delight everyone.

https://youtu.be/sA7GvNwMKgA

Today I feel Silly | Jamie Lee Curtis | Read Aloud by Mama Shima

There are opportunities to model **today** when each feeling is introduced.

Book description via GoodReads: Jamie Lee Curtis's zany and touching verse, paired with Laura Cornell's whimsical and original illustrations, helps kids explore, identify, and even have fun with their ever-changing moods. Silly, cranky, excited, or sad—everyone has moods that can change each day. And that's

okay! Follow the boisterous, bouncing protagonist as she explores her moods and how they change from day to day.

https://youtu.be/sMrfM4erOWw

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other how they are doing/feeling **today.** Students and/or adults can ask what someone is having for lunch today. At the end of the day, adults can ask students to share their favorite part of today.

SENSORY MOTOR

Sensory bin activity: Fill a container with your favorite sensory bin filling (e.g. water beads, rice, lentils, kinetic sand). Hide laminated icons in the bin. Pick **today's** letter or theme. Have students find an icon. Ask if the icon fits today's theme/letter or not.

VIDEOS, MUSIC, ANIMATED SHORTS

The Lazy Song | courtesy of Bruno Mars | YouTube Video

Lyrics include: **Today** I don't feel like doing anything / I just want to lay in my bed / Don't feel like picking up my phone / So leave a message at the tone / cause today I swear I'm not doing anything.

https://youtu.be/fLexgOxsZu0

STRUCTURED ACTIVITIES

Day Summary Sheet: Fill out this sheet with each student indicating what they did in school today.

https://www.teacherspayteachers.com/Product/FREE-What-I-Did-Today-655457?st=ac642e487665252221d862d4de326b36

Learn About Today, Yesterday, and Tomorrow with Turtle from Valerie Chase on Teachers Pay Teachers.

This structured activity gives opportunities to model **today**.

https://www.teacherspayteachers.com/Product/Learn-About-Today-Yesterday-and-Tomorrow-With-Turtle-3178380?st=6bd74553beabaf79de447a4224d374d3

ART OR SCIENCE ACTIVITIES

Science: Take a look at the weather patterns for your area. Look at what the weather's like today through the years, e.g. 11/15/2020, 11/15/2019, 11/15/2018, etc. See what patterns you find. Was today in 1955 the coldest in the last 100 years? Was today in 1970 the rainiest?

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "When You Feel **Sick**" and other topics.

WORD WALL: Create a WordWall and add **'today'** to the list.

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the Wet, Dry, Try Method for a hands on approach.

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 Jordan Stuhltrager @ **the.read.with.me.slp@gmail.com** Follow Jordan on Instagram @ **read.with.me.AAC,** on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and on Boom Cards @ https://wow.boomlearning.com/author/read.with.me Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and check out her materials in her Boom Cards store @ https://wow.boomlearning.com/author/read.with.me

CORE WORD: Day

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. I'm having a great **day!**)

ASK QUESTIONS **(**e.g. What **day** is it?)

EXPRESS FEELINGS (e.g. Today is not my **dad**)

GREET (e.g. Have a good **Day!**)

TELL A STORY (e.g. The other **Day**....)

ROUTINES AND SCHEDULES

Dressing: Adults can help students pick out which outfit they want to wear each **day** of the week.

Snack/mealtimes: Adults can choose a snack to be eaten on certain days (e.g. Monday is goldfish, Tuesday is cheese-itz, Wednesday is graham crackers, etc.). Before and during snack time model the word **day** with the associated snack of the day! Talk about what day is your favorite snack day and which day is your least favorite day.

Circle: Students can count the **days** of the week, count what day of school it is (we love to count up to the 100th day of school!), countdown days until an upcoming school break (e.g. thanksgiving, winter break, etc..). Calendar time is the perfect time to talk about the word **day**!

PLAY

Toys and Games:

Students can learn the days of the week with a fun puzzle like this one https://explearntoys.com/products/explearn-object-puzzle-days-of-the-week-puzzle-with-knob play with this and model what **day** is it? And what day comes next?

READING

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

The Very Hungry Caterpillar by Eric Carle- Read aloud by Brightly Storytime
As you read/listen along, use the opportunity to model and talk about what the caterpillar eats on what **day**!
https://youtu.be/btFCtMhF3iI

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst-
Read aloud by StoryTime at Awnie's House
Alexander knew it was going to be a terrible day when he woke up with gum in this hair. And it got worse…
Read/listen along and model that Alexander is having a bad **day**.
https://youtu.be/yqjzcSECrPA

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask their friends and classmates how their **day** is going. Adults can model how to ask about your **day** (e.g. How is your day going? Are you having a good/bad **day**?). Adults can model how to respond (e.g. it's a great day, I'm not having a good day, my day has been okay).

SENSORY MOTOR

Sensory Bin (sand, rice shredded paper): Adults can add the written days of the week to a sensory bin and have students search and dig up each day of the week. As the students find each day, model the question: what **day** did you find?

Dot Markers: Have students stamp dot markers on words that are days of the week. Print out various words including the days of the week and have the student look for words that are a **day** of the week.

VIDEOS, MUSIC, ANIMATED SHORTS

Seven Days a Week-Days of the week song-The singing Walrus
Have fun dancing every **day** of the week!
https://youtu.be/IPgTdgvj_jc

U2-Beautiful Day
Your students might not have been around when this song came out but that doesn't mean you can't share this song and talk about having a beautiful **day!**
https://youtu.be/co6WMzDOh1o

The Beatles-Good Day Sunshine
For all the Beatles fans out there! So many opportunities to talk about having a good day!
https://youtu.be/6e01nNA02vw

Daniel Powter-Bad Day
For those days when you kick up the leaves and magic is lost, you can share about what makes a bad day after listening to this classic hit.
https://youtu.be/gH476CxJxfg

STRUCTURED ACTIVITIES

Adults can plan different spirit weeks throughout the school year. On each day talk about what the theme of the **day** is, for example, crazy hair day, hat day, tie dye day, twin day.

Have students sort items into day or night with this free sorting activity:
https://www.teacherspayteachers.com/Product/Day-and-Night-Sky-Sort-FREEBIE-2499368

ART OR SCIENCE ACTIVITIES

Day and night crafts: students can create art projects that show day and night on the same page. Check out these examples:
 House Day and Night- https://nontoygifts.com/house-day-and-night-craft/
Paper plate craft- https://nontoygifts.com/day-and-night-craft/

USE OF APPS OR OTHER TECHNOLOGY

With older students, using a calendar app on a phone or tablet, look at different planned activities and model **day** while talking about if you are available or busy on different days throughout the year.

WORD WALL: Create a WordWall and add **'Day'** 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 the word together or type the word on the keyboard. Try the Wet, Dry, Try Method for a hands-on approach.

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 Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com**.**
Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to communication systems as early as possible.
Follow her on YouTube @
https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law and check out her materials in her Boom Cards store @
https://wow.boomlearning.com/author/rockin.robin.slp
Thank you!

CORE WORD: Color

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

MAKE CHOICES **(**e.g. let's **color**!)

ASK QUESTION (e.g. Can I **color**?)

DIRECT ATTENTION (e.g. what **color** is that?)

GIVE INFORMATION (e.g. the **color** is…/I like the **color...**/I like to **color...**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach what each food's **color** means to their student. Adults can say "green is good for your eyes; yellow and orange foods will help you have a stronger body so you don't get sick." See graphic below for more ideas.

5 Colors of Phytonutrients

8/10 Americans Don't Eat Enough Color…

74% Don't Eat Enough Red

Red Benefits

Phytonutrients:
lycopene, ellagic acid, quercetin, hesperidin, anthocyanidins

Supports prostate, urinary tract and DNA health. Protects against cancer & heart disease.

76% Don't Eat Enough Purple/Blue

Purple Benefits

Phytonutrients:
resveratrol, anthocyanidins, phenolics, flavonoids

Good for heart, brain, bone, arteries, & cognitive health. Fights cancer & supports healthy aging.

69% Don't Eat Enough Green

Green Benefits

Phytonutrients:
lutein/zeaxanthin, isoflavones, EGCG, indoles, isothiocyanates, sulphoraphane

Supports eye health, arterial function, lung health, liver function, & cell health. Helps wound healing & gum health.

83% Don't Eat Enough White

White Benefits

Phytonutrients:
EGCG, allicin, quercetin, indoles, glucosinolates

Supports healthy bones, circulatory system, & arterial function. Fights heart disease & cancer.

80% Don't Eat Enough Yellow/Orange

Yellow Benefits

Phytonutrients:
alpha-carotene, beta-carotene, beta cryptoxanthin, lutein/zeaxanthin, hesperidin

Good for eye health, healthy immune function, & healthy growth & development.

Goal: Eat two foods from each color group daily

Natural healthy concepts

NaturalHealthyConcepts.com

SOURCES:
webmd.com/diet/phytonutrients-nutrilite.com/en-us/Media/AmericaPhytonutrientReport.pdf

Circle Time: Adults can have a **color** of the week theme or have the students choose one item of their **color** choice in the classroom or from home, for show-and-tell and bring it to the circle to share.

PLAY

Toys and Games: Adults and students can play an "I spy-" game anywhere while identifying **colors**.

Recess

Adults can ask that each student finds an item of a specified **color** when they are outside playing. When students come back into the class, they can report what they saw and/or what they found. For example, adults can ask, "Who had

the color, (orange)? The student with that assigned color can respond with what they found. (e.g. I saw ___ or I found an orange ____). Each student can take a turn to share what items they saw by color.

READING

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

[Brown Bear, Brown Bear, What Do You See Read Aloud by Darren Robert McTurk YouTube](https://www.youtube.com/watch?v=WST-B8zQleM)

https://www.youtube.com/watch?v=WST-B8zQleM

[The Color Monster, A Story About Emotions by Anna Llenas | Children's Books | Storytime with Elena](https://www.youtube.com/watch?v=PWujGPb6mgo&t=7s)

https://www.youtube.com/watch?v=PWujGPb6mgo&t=7s

[A Color of His Own - Kids Books Read Aloud by Storytime Anytime YouTube](https://www.youtube.com/watch?v=Foghuhc75Ts)

https://www.youtube.com/watch?v=Foghuhc75Ts

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate a conversation with this social-emotional strategy. Below is the Zones of Regulation chart, courtesy of Sam Lin, - what students (and adults) may feel throughout the day. Adults can say "if you're in the green **color** zone, you're focused and ready to learn. If you're in the yellow **color** zone, you're a little out of control and might be hyper, upset, or frustrated…". Students can identify what **color** they are feeling right now, before, or after something happened.

What zone am I in?
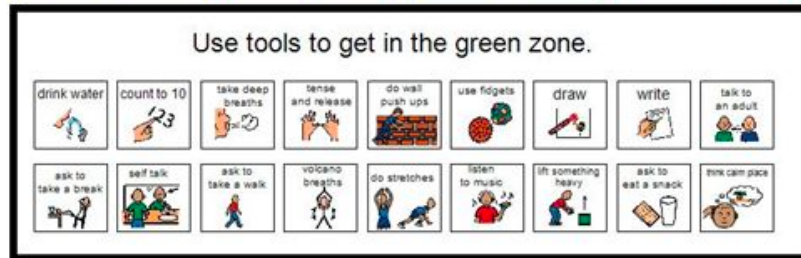
SENSORY MOTOR

Students and adults can sort **color**ed pom-poms in the respective **color** egg-cartons. Click on the link below for more instructions.

[Egg Carton Colour Sorting by The Imagination Tree](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[Color Your World with Kindness Animated Short by A Better World YouTube](https://www.youtube.com/watch?v=rwelE8yyY0U)

https://www.youtube.com/watch?v=rwelE8yyY0U

Adults can teach the word **color** in a non-traditional context/meaning. "**Color** your world" can mean doing acts of kindness. Adults can say, "Doing acts of kindness can bring brightness or **color** into someone's world. To bring "**color**" into someone's world means to make their day easier, better, or right. Did you see the boy give the girl another fruit because her fruit was spoiled? That was a nice thing a friend would do, and he brought some **color** into her life."

STRUCTURED ACTIVITIES

Students can learn about primary **colors** and what they are, which makes up other **colors.** Adults can facilitate this structured activity by going in order. Adults can say, "adding two primary **colors** creates another **color**! Adults can then ask, "if we add this **color** with that **color**, what do you think it'll make?" Please see the link below for full details:

Mixing Colors Science Experiment by Susie from busytoddler.com
https://busytoddler.com/2019/03/mixing-colors/

ART OR SCIENCE ACTIVITIES

Students can learn and experiment with various **colors** and see what mixing any 2 **colors** makes with this self-expressing painting activity. After mixing the colors together, paint a picture!

Paint Pops by Janice Davis.
https://www.learning4kids.net/2012/03/15/paint-pops/

USE OF APPS OR OTHER TECHNOLOGY

Busy Shapes & Colors on the App Store by EDOKI ACADEMY: "A fun, motivating, and highly intuitive playground to learn the names of 11 shapes and 11 **colors**, specially designed for toddlers and preschoolers. There are multiple levels and "practice modes" to allow for focus on one color or shape. This app is also great for sharpening fine motor skills."

WORD WALL: Create a WordWall and add **'color'** to the list.

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @**slin18@mail.sfsu.edu.** Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!
Thank you!

CORE WORD: Where

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **where** is it?)

DIRECT ACTION (e.g. take me **where**)

GOSSIP (e.g. she went **where??**)

TELL A STORY (e.g. **where** did the bunny go? *turn the page* the bunny went to play in the flowers.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use **'where'** during snack time to ask adults **where** their food is (e.g. '**where** my goldfish?').

Circle: Students and adults can use **where** during circle time to ask questions

Arrival: During arrival, students can use '**where**' to ask questions upon arrival (e.g. '**where** is mom going?').

PLAY

Toys and Games: Adults and students can play peek-a-boo and ask "**where** is _____" to practice using this new core word.

[Peek A Boo + More Nursery Rhymes & Kids Songs - CoComelon](#)

Recess: During recess, students and adults can play hide and go seek and use **where** when they are searching for their friends.

READING

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

[WHERE ARE YOU FROM? By: Yamile Saied Méndez (read aloud by the author) Courtesy of HarperKids](#)

[Where Do I Live by Neil Chesanow Mason Artistry](#)

[Where Are You? | Children's Books Read Aloud The StoryTime Family](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can play peek-a-boo and ask "**where** is (*insert students name)*" to practice using this new core word.

SENSORY MOTOR

Students and adults can use **where** while identifying their body parts. Adults and students can ask each other where their body parts are and practice pointing to them too (e.g. '**where** is your nose?)

## VIDEOS, MUSIC, ANIMATED SHORTS

[95. The Black-Eyed Peas - Where is the love Radio Edit. Courtesy of Ice Bluff](#)

[Justin Bieber "Where Are You Now" kiddlivewebmaster](#)

[Where You Are (From "Moana"/Sing-Along) DisneyMusicVEVO](#)

STRUCTURED ACTIVITIES

Where Scavenger Hunt: Students can go on a **where** scavenger hunt all around the school to practice using the word **where** in context. Here is an example of a '**Where** Scavenger Hunt' checklist!
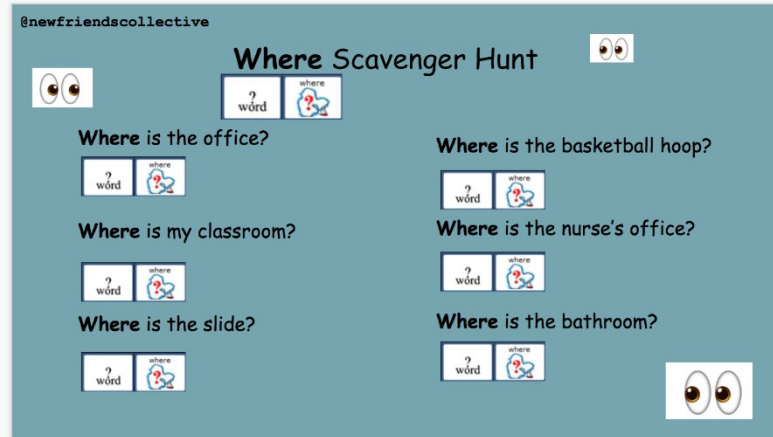
ART OR SCIENCE ACTIVITIES

Where is the Treasure Art Project: Students can create a treasure hunt map to practice using the core word '**where**.'
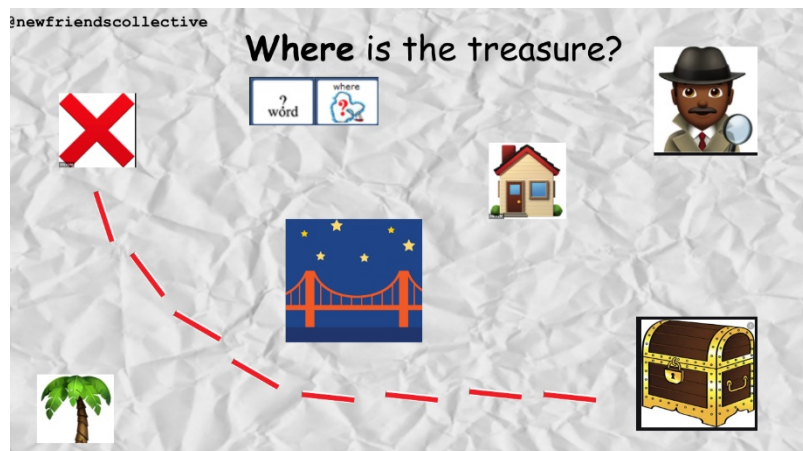
USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello,* or any other story generating app, create a "**where**" story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence including the word "**where**" (e.g. **where** is the office?). If possible, include the icon sequence for "**where**" to make modeling easier for all communication partners, and so the child can visually see their system's representation of **where** in their story! Read the story with the students.

WORD WALL: Create a WordWall and add **'where'** 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 Beth Lytle @blytle@mail.sfsu.edu or Alisa Lego on Instagram **@newfriendscollective.**
Thank you!