

CORE WORD: **Mix**

For Educators, Related Service Providers and Parents

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

INSTRUCT (e.g. Now **mix** the ingredients)

ASK QUESTIONS (e.g. What do we **mix** together?)

DESCRIBE (e.g. There was a **mix** up)

SHARE INFORMATION (e.g. Let's **mix** it up!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can practice using **mix** during snack and mealtimes when they need to mix a drink, or mix ingredients (e.g. I mix my drink, You mix, I mix the ketchup, I mix the yogurt. Adults can use the core word by asking, "what did you **mix** into your food," "should we mix the bowl."

Circle: When leading an activity, adults can facilitate use of the word **mix**, by saying phrases such as, "let's mix it up" and have students sit in a new spot or do something out of the usual order.

Washing Hands: When students have to wash their hands, adults can model the word **mix** on the communication device and with their voice, saying “mix up the soap in your hands!”

Cooking: Adults can do a cooking project that requires mixing ingredients to make an item. For example, if you make a salad you have to mix the ingredients all together. Or adults can add food coloring drops to frosting, and then model that they have to **mix** it all together.

PLAY

Toys and Games: Adults can model the core word on the communication device and with their voice when using toys and games that have many pieces, to **mix** them up. For example, if a student is completing a puzzle, the adult can say, “let’s mix up the pieces!”

Pretend Play: Adults can have students use a pretend kitchen set or kitchen materials and make an imaginary meal like a cake. Adults can model the core word, **mix**, using phrases like: “let’s mix the batter!” “we should mix it up!”

READING

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

[Mix It Up by Henre Tullet, Courtesy of: Art With Mrs. F](#)

<https://youtu.be/WLxFNtNZa4E>

[Mixed: A Colorful Story by Arree Chung, Courtesy of Jana's Bananas Storytime](#)

<https://youtu.be/U1ee0ZZ4WyU>

[Mother's Day Mix Up by Iza Wojciechowska, Courtesy of: Curious World](#)

<https://youtu.be/d4OuMbAdpzQ>

[Jumbled Jungle By Keith Faulkner, Courtesy of: Lucky Penny Shop](#)

<https://youtu.be/6qufWXZUoFO>

[The Color Monster by Anna Llenas, Courtesy of: Storytime With Elena](#)

<https://youtu.be/PWujGPb6mgo>

[Mix and Match Animals By Migue Moriuchi, Courtesy of Lori Sacrey](#)

<https://youtu.be/YVdn8kbbGIU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can interact with painting materials and comment to one another about **mixing** the paints and making colors (e.g. “I **mix** blue,” “I **mix** the paint” “what did you mix?”) Adults can model comments and point to communication devices to support students adding to the conversation.

Below is a Point of View Video of someone cooking Creme Brulee. Students can watch this video, or a video of people cooking and see how ingredients have to be mixed together. Adults can facilitate use of the core word by adding comments such as: He has to **mix** the eggs, what will this mix make, he uses a spoon to mix it. (Video courtesy of Meow Capone Channel.)

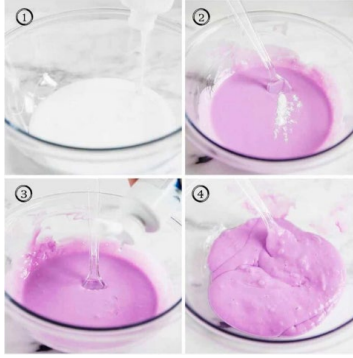
https://www.youtube.com/watch?v=uRewlZGaDQU&ab_channel=MeowCapone

Below is a video compilation of different paint colors getting mixed together. Adults can watch with students and model the core word saying phrases such as: Wow, look how the colors mix! What color will they make if they mix? There is glitter in the mix! (Video courtesy of DipYourCar YouTube Channel.)

<https://youtu.be/IfLnRiJxKDE>

SENSORY MOTOR

Students can create their own slime and practice the word **mix** as they mix the ingredients together to create the slime. To color the slime, adults can also choose to mix two different primary colors to create a new color. Link below for homemade slime recipe and instructions. (Image and project instructions are courtesy of iheartnaptime.net).



<https://www.iheartnaptime.net/homemade-slime/>

Make your own sensory bin for a student that mixes different items together, such as a sensory bin of different types of beans. Students can practice the word as they **mix** in each different item and combine them all by mixing with their hands. Link below for creating your own sensory bin with beans. (Image and project instructions are courtesy of learning4kids.net)



<https://www.learning4kids.net/2014/09/28/mixed-beans-peas-sensory-tub/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Primary Colors Song By Sesame Studios](#)

<https://youtu.be/v9glj0j7Ba0>

[Three Primary Colors by OK GO on Sesame Street](#)

<https://youtu.be/yu44JRTixSQ>

[The Mixed-Up Chameleon by Illuminated Films](#)

<https://youtu.be/FrmZeXf7ScU>

[Heads and Tails by Courtney Acampora](#)

<https://youtu.be/JJ0QFnjxsE4>

[Mickey Mouse Mixed-Up Adventures Theme Song by Disney Junior](#)

<https://youtu.be/-0AYFetL3P4>

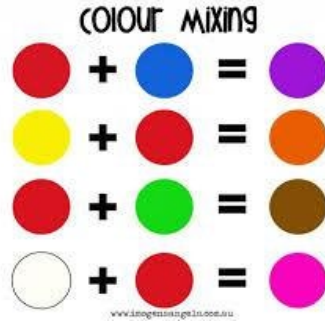
STRUCTURED ACTIVITIES

Students can play the hand clapping game, patty cake, together or with an adult. Adults can alter the lyrics to use the core word, **mix**. While doing the clapping game, change the gesture to model mix as if mixing a bowl. The lyrics could be changed to: Pat-a-cake Pat-a-cake, baker's man. Bake me a cake as fast as you can. Mix it (use mixing gesture)! Roll it! And mark it with a _____. Put it in the oven for ___ and me!

Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure the recipe they are using, involves at least one step that requires the core word, **mix**. The recipe could also be something similar to a Trail Mix or Snack Mix. These recipes require no cooking, and the only major step is to mix all the ingredients together. (Image courtesy of Sunnydayfamily.com)



Create a structured activity around what colors mix together to make a new color. Adults could create a worksheet that shows how two different colors mix to create a new one. For example, the sheet could have pictures of RED + BLUE = _____ when they mix. (Image courtesy of rockcreekpizzaco.com).



ART OR SCIENCE ACTIVITIES

Students can **mix** different paint colors to create new ones and practice the core word (e.g. I mix red and blue to make purple, I mix the colors, I mix these.) Link below to paint color mixing activity. (Image and project instructions are courtesy of learning4kids.net)



<https://www.learning4kids.net/2015/08/25/primary-colours-squishy-bag-experiment/>

Make your own exploding volcano! Adults can create a volcano by mixing ingredients such as vinegar and baking soda in a large soda bottle. When preparing the materials, adults can model the word **mix** as they prepare and combine all the necessary ingredients (e.g. First, I mix in the soap. Next, I mix it all together, What will happen when I mix in this?) Link below for experiment instructions. (Instructions for activity courtesy of sciencefun.org)

<https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/>

Mix your own rainbow in a glass! This activity has ample opportunities for students to **mix** ingredients and colors together. Adults can also model the word for students using a communication device and their voice throughout the

experience. The experiment involves melting the coloring off of skittles in separate cups, then slowly adding each layer of color into a glass to create a rainbow. During the experiment, there are many steps that include mixing. Adults can have students practice the core word while having them help out during steps that include mixing. Adults can also model the word by adding phrases describing how the colors do not mix (e.g. See the rainbow, the colors did not mix together.) Link below for experiment instructions. (Image and instructions for activity courtesy of sciencefun.org)



<https://www.sciencefun.org/kidszone/experiments/rainbow-in-a-glass/>

Mix your own pretend potions with students. Use the link provided below to get ideas of different potions you can **mix** together with students. Or, if distance learning, simply play the video and then have a discussion on what was mixed together. (Idea and YouTube video created by Scishow Kids YouTube Channel).

<https://youtu.be/nMSv4FrbECU>

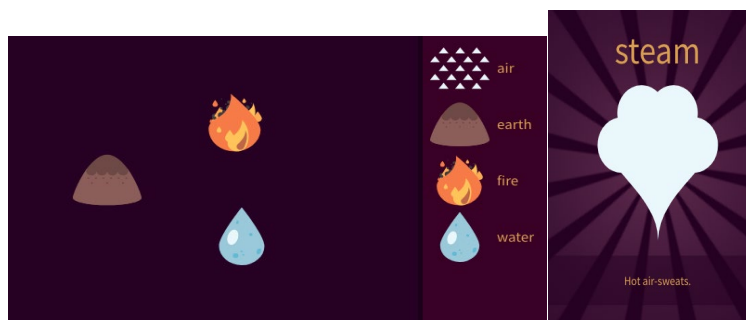
USE OF APPS OR OTHER TECHNOLOGY

Google Slides: Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow or story of different things that **mix** together (e.g. soap and water, colors that mix together to create new colors, ingredients that make up a food.) Write the word, mix, on each slide in different types of sentences. Adults could also make a slideshow about different dog breed mixes. For example, adults can show a photo of a Pomeranian and a Husky and say, “when you mix these two dogs, you get a Pomsy puppy!”

Bubble Tea! App by Sweet Satisfaction: Use this free app to mix your own bubble teas together. Students can use the app to match different ingredients that are mixed together to create a delicious drink.

Mix Colors! App by Casual: Use this free app to pour two colors together, that are then mixed together to try and match the sample color shown.

Little Alchemy 2 App by Jakub Koziol: This free app allows students to take different elements, mix them together, and see what is created from the two. Once two items are mixed, they create a new element that can be used in play. For example, fire can mix with water to create steam. The app also includes an encyclopedia of the items in the game and provides information on them. (Images courtesy of Little Alchemy 2 App)



Blendy! Juice Simulation App by Lion Studios: This free app allows students to put ingredients in a blender, mix them together, and then create a smoothie. (Images courtesy of Blendy! Juice Simulation App)



WORD WALL: Create a WordWall and add 'mix' 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 [Andriana Nikolau @ andriananikolau@gmail.com](mailto:andriananikolau@gmail.com). Andriana Nikolau is a former SLPA and currently a graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Andriana 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: **Stir**

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

INSTRUCT (e.g. **Stir** until smooth.)

EXPRESS OPINIONS (e.g. I don't like to **stir** the pot. I like to follow the rules.)

ROUTINES AND SCHEDULES

Snack/lunch: Students can identify food items that can be **stirred**, e.g. yogurt, applesauce, chocolate milk, etc.

PLAY

Toys and Games:

[Dramatic play stir fry](#) – Pretend to make a stir fry in a play kitchen. Use a toy set like this one or just use your imagination. You can make anything that requires you to stir. Add lots of different ingredients from the play kitchen.

<https://www.amazon.com/Learning-Resources-New-Sprouts-Stir/dp/B00OZTHPJQ>

Recess

Students can **stir** the bubble mixture with the wand while blowing bubbles.

READING

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

Mix It Up | Henre Tullet | [Read Aloud by Art with Mrs. F](#)

See what happens when you mix the colors. Model each time you have the students mix or **stir** the colors together.

<https://youtu.be/WLxFNtNZa4E>

Stir Crack Whisk Bake: A Little Book about Little Cakes | America's Test Kitchen Kids | [Read Aloud by Ananim Classroom](#)

<https://youtu.be/HYdMD2OHMeY>

SOCIAL INTERACTIONS AND VIDEO MODELING

Quick Words – ‘Stir the Pot’ | Maple Leaf ESL | [YouTube video](#)

This ESL lesson explores the expression **stir** the pot. “Jake is always stirring the pot in class. He got us all in trouble with the teacher last week.”

<https://youtu.be/D1zFg-h3eRo>

SENSORY MOTOR

Make a stirring station for students to stir different textures with different tools. Have a variety of textures including liquid, sand, flour, beads, etc. For the tools gather a whisk, fork, straw/stick, or different sizes of spoons.

STRUCTURED ACTIVITIES

Stir the Pot Writing Assignment: Students can write an op-ed piece for class, the school newspaper, or the local newspaper. This is a chance to stir the pot. Students should write about something that matters to them—something from their experience as students that they feel needs to be addressed. Considering stirring the pot by writing letters to elected representatives, school administration, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: Stir Fry with Brussels Sprouts | courtesy of Sesame Street | [YouTube video](#)

This time Cookie Monster didn't eat the ingredient because it's Brussels sprouts!

<https://youtu.be/dJQ8hYdxXv8>

Every "SHAKEN, NOT STIRRED" James Bond Line (1962-2020) | courtesy of TheProGamerJay | [YouTube video](#)

For any James Bond fan, this video is a compilation of every time the line "shaken, not stirred" is used in the franchise.

<https://youtu.be/wa7U9uHI0Zc>

Stir It Up | courtesy Bob Marley | [YouTube video](#)

Lyrics include: Stir it up, little darlin', stir it up, me on, baby / Come on and stir it up, little darlin', stir it up, oh-oh

<https://youtu.be/S3UqvWk8-uw>

Older students

Stir Fry | courtesy of Migos | [YouTube video \(clean version of song\)](#)

The chorus has "stir fry" 4+ times. Please preview the song and use your clinical judgment regarding appropriateness based on age, maturity, etc. I would NOT recommend the uncensored version.

<https://youtu.be/jxc4e92roHc>

ART OR SCIENCE ACTIVITIES

Science experiment: [Slime recipe](#). Follow this recipe to stir the ingredients together to make slime!

Courtesy of home science tools

<https://www.homesciencetools.com/article/how-to-make-slime/>

Art project: "Mix It Up" inspired Art project. Read Henre Tullet's book Mix It Up then try this art project. Pour a quarter-sized dot red, blue, and yellow paint on a paper plate. Students can use Q-tips to stir together the colors to see what secondary colors they can make.

USE OF APPS OR OTHER TECHNOLOGY

Cooking Games Kids – Jr Chef | courtesy of Cupcake Maker Baking Girls Boy | [App Store](#)

In this app, students can have fun mixing all the ingredients, which include pouring milk, cracking eggs, adding flavor & much more. Mix up all the ingredients with a wooden spoon. The vivid sounds and intuitive game play will appeal to children of all ages.

<https://apps.apple.com/us/app/cooking-games-kids-jr-chef/id950594073>

WORD WALL: Create a WordWall and add **'stir'** 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 Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_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/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Cook**

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

REQUEST (e.g. can you **cook** dinner tonight)

ASK QUESTION (e.g. should we **cook** or get takeout?)

DESCRIBE (e.g. She's a really good **cook**!)

COMPLIMENTS (e.g. You're a great **cook**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can talk about what they are going to **cook** for snack/meal (e.g. I'm going to cook rice) or ask the students what they want to cook (e.g. should we cook rice?)

Circle: During circle, students can talk about what they want to **cook** for dinner tonight.

PLAY

Toys and Games:

Who doesn't love some pretend play with food and cooking! Gather your fake food (or real nonperishables) and pots and pans (real or toys) and get cooking! Talk about what you are going to **cook**, what you like to cook, what you don't like to cook, etc.

Another favorite pretend play scheme is a restaurant! Decide who is going to be the **cook** and what the cook likes to cook for the guests!

For a fun pretend kitchen check out this wooden version from Melissa and Doug; <https://www.melissaanddoug.com/cooks-corner-wooden-play-kitchen/3950.html>

Or this pretend diner that has both a place to cook and a place to eat: <https://www.melissaanddoug.com/star-diner-restaurant/3951.html>

Check out this site for some of the top rated play food toys: <https://www.melissaanddoug.com/star-diner-restaurant/3951.html>

Recess

With some adult assistance, students can **cook** mud pies after a rainy day or with some water brought from inside.

READING

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

Little Chef by Elisabeth Weinberg & Matt Stine- Read aloud by [Storytime Pals](#)
In honor of the special day, Lizzie wakes up super early, as any good chef should, to **cook** the perfect meal for her grandmother, whom Lizzie lauds as the greatest chef in the world. Read/listen along and talk about how Lizzie cooks!
<https://youtu.be/rY3MMdHrOHE>

Stone Soup by Marcia Brown- [Read aloud by Kidlit TV](#)
This story, about three hungry soldiers who outwit the greedy inhabitants of a village into providing them with a feast, is based on an old French tale. Read/listen along and talk about all the ingredients the soldiers gather to cook their stone soup.
<https://youtu.be/dqbWMIQyEK8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can talk with students about what they like to cook at home and ask students if they like to cook. They can talk about who is the best cook in the group and who is the worst cook. If someone doesn't like to cook they can talk about why they don't like to cook. People who really enjoy cooking can talk about why they like cooking.

SENSORY MOTOR

Cookie cook: premake a basic cookie dough and let students touch and explore different spices (cinnamon, nutmeg, vanilla) toppings (chocolate chips, raisins, sprinkles), they get to **cook** their cookies once they've added everything they want.

Modeling Clay: Play with modeling clay until the student has created a desired model or shape, then **cook** the clay until it is hard!

VIDEOS, MUSIC, ANIMATED SHORTS

Head to YouTube and watch one of the many kids cooking shows available and talk about who is the best **cook**, what they are going to cook, how to cook different things, etc.. Check out "This Cali kid can cook" for some fun examples- https://youtu.be/e_4o3dFiyog

Watch this clip of the Disney film Ratatouille for some fun examples of how to cook!

<https://youtu.be/bM1KCThsSj4>

STRUCTURED ACTIVITIES

Adults can set up a cooking class for students. Before the actual cooking, have students talk about what they want to cook, why they want to cook a certain food, if everyone wants to cook the same food or if they should cook different foods. On the cooking day, make sure to have all ingredients ready to go so you can get cooking and talk about being a cook in the kitchen!

ART OR SCIENCE ACTIVITIES

Read a recipe and have students draw one of the steps to the recipe to help people cook the recipe.

Adults can set up a cooking experiment with chemistry. Add baking soda to one cupcake recipe and don't add baking soda to another, cook both batches and see the difference! Check out this YouTube video for example of this experiments: <https://youtu.be/BNAKoeCNPoE>

USE OF APPS OR OTHER TECHNOLOGY

Cooking Fever by Nordcurrent UAB Play as the cook at a diner, cooking up orders as fast as you can to keep your customers happy. Best used for slightly older students.

Google Store:

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

Apple Apps store: <https://apps.apple.com/us/app/cooking-fever/id714796093>

CookingMama by Office Create Corp

Cook up some fun meals in this app that also lets students practice fine motor plans by slicing and chopping various ingredients.

Apple app store: <https://apps.apple.com/us/app/cooking-mama-lets-cook/id987360477>

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 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: **Bake**

For Educators, Related Service Providers and Parents

Monthly strategy blurb here

Hyperlink helpful links if applicable

WAYS WE CAN USE THE WORD

GIVE INSTRUCTIONS (e.g. **bake** 5 minute, pie need **bake** more, **bake** in oven)

TELL A STORY (e.g. mom **bake** pumpkin pie, **bake** in hot sun, **bake** party)

COMMENT (e.g. yum good **bake**, smell cookies **baking**, **bake** near campfire)

DIRECT ATTENTION (e.g. bread done **bake**, finish **bake** it hot!)

MAKE CHOICES (e.g. like **bake** potato, **bake** pizza today,

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can explore how baked foods look, smell, taste, feel in their hands, and feel in their mouth, sounds when they eat it. This can include food they might eat at different meals – e.g. bread, baked mac-and-cheese, baked potato, cookies etc. Adults can buy these foods pre-made and warm them up, they don't have to be home made.

Adults can talk about how baked foods look, taste, smell, feel and sounds (e.g. "**Baked** food feels hot in my hand", "outside ihard, and inside soft", "all taste different"). Adults can model descriptions on the student's device.

Circle:

"Ready to Bake" Theme

Adults can print big pictures of a kitchen and baking items (pan, timer, oven mitts, ingredients etc.). Adults can also bring these actual items to the circle for students to explore.

Students can give instructions if they need to “get ready to **bake**” by completing a sentence starter (e.g. “I need ____.”) As students tell what they need, adults can add those items to the kitchen picture.

PLAY

Toys and Games:

Students can play with “Bake Time” themed dress up materials, like aprons, oven mitts and timers. Materials can include roles for “baker” and “timer.” “Baker” put food in the toy oven. “Timers” get their friend’s attention when the time is up (e.g. tell “done **bake!**” or show them the timer).

Adults can model ways to get a friend’s quickly (e.g. saying their friend’s name loudly).

From *Made By Joel*: Shoebox Oven idea

<http://madebyjoel.com/2014/01/diy-shoebox-pizza-oven-toy.html>



Recess

Students can feel toys before and after they sit out in the sun or shade. At the end of recess, students can put them in special buckets: one for the “hot **baked**” toys and one for “not-**baked**” toys. Fun toys for this activity might be made of a variety of materials. While collecting the toys in the activity, adults can model surprised comments (e.g. “wow the sun **baked** this ball”).

READING

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

[Pete the Cat's Groovy Bake Sale by James Dean from YouTube: Read Tia Carla](#)

<https://www.youtube.com/watch?v=ZL4xuwle804>

[Sun Bread by Elisa Kleven from YouTube: Prarie Loft](#)

<https://www.youtube.com/watch?v=KWkcM2C5pW8>

[How to Bake an Apple Pie and See the World](#)

<https://www.youtube.com/watch?v=w03XWpdfKRE>

[If You Give a Moose a Muffin by Laura Numenoff](#)

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can have a bake sale (even just at home with family!). Adults can provide students with a list of the baked goods. Students can show this when customers ask what they have for sale. Students can also start a conversation with a customer by sharing information (e.g. “I **bake** today”, “1 dollar **baked** good”), and recommend their best baked good (e.g. “love **bake** cupcakes”).

Adults can preview words that are likely come up, and help the students find these on their talker.

(Free) 10 Simple, Fast, No-Bake Dessert Recipes for Students with AAC Visuals CORE vocab by SLP Materials from Teacher Pay Teachers

<https://www.teacherspayteachers.com/Product/10-Simple-Fast-No-Bake-Desert-Recipes-for-Students-with-AAC-Visuals-CORE-vocab-3209027?st=6b6adec3b7bd2cfd3e803a60063a4dcf>

SENSORY MOTOR

Students can roll up snug in a blanket and roll into a sensory “oven.”

Adults can set up a big cardboard box or blanket fort to be a sensory “oven.” Adults can add sensory experiences to make the inside of the fort warm, for example warm lamps, a hairdryer, and a hot-water-bottle. Adults can set a timer and when the timer goes off, the student rolls out of the sensory “oven”

Adults can model playful language like “**bake** me” “I’m done **baking**” and point to the student’s device. When students request “**bake** me”, adults can expand the request to include directions about bake time (e.g. “**bake** you 5 minutes”)

Starter Ideas for Building a Blanket Fort from WikiHow

<https://www.wikihow.com/Make-a-Blanket-Fort>

STRUCTURED ACTIVITIES

Students can read a book about bake sales (e.g. Pete the Cat’s Groovy Bake Sale by James Dean). Adults can read the story and ask students questions as they read.

Students can write sentences about what they can sell at a bake sale using a sentence starter (e.g. “I can bake…”).

Adults can provide visuals of baked-good options from the book and that the child likes eating/baking. Students can read out their sentences with adults modeling and pointing to the student’s device.

ART OR SCIENCE ACTIVITIES

Students can make DIY Shrinky Dink Art: students can color on a piece of #6 plastic, then adults can bake the plastic in the oven. The plastic will shrink in the oven and make a fun little baked art piece.

Students can watch through the oven door as the plastic changes shape.

Adults can make a visual step-by-step of the instructions (see app link below), and support students directing each step of the project (e.g. turn-on oven, cut plastic, color it, put on pan, **bake** 3 minutes, done **baking**, wait, don't take it hot.)

DIY Shrinky dink project from EnviroMom, using common household items

<https://enviromom.com/diy-shrinky-dinks-from-plastic/>

App that makes visual schedules: *FTVS HD – First Then Visual Schedule HD* by Good Karma Applications, Inc, <https://appsto.re/us/szGmL.i>

USE OF APPS OR OTHER TECHNOLOGY

FTVS HD – First Then Visual Schedule HD by Good Karma Applications, Inc, <https://appsto.re/us/szGmL.i>

Easy-Bake Treats! by Hasbro, Inc., <https://appsto.re/us/shBLB.i>

Shiny Bakery by Shiny Things, <https://appsto.re/us/thd6Q.i>

VIDEOS, MUSIC, ANIMATED SHORTS

[Cook by PinkFong from YouTube: PinkFong! Kids' Songs & Stories](#)

https://www.youtube.com/watch?v=MnS3nym_x-c

[Pat-A-Cake from YouTube: Super Simple Songs – Kids Songs](#)

<https://www.youtube.com/watch?v=jdg50KzCR9w>

[Down at the Bakery Song by Kiboomers from Youtube: Kiboomers Kids](#)

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

WORD WALL: Create a WordWall and add '**bake**' 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. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working to promote student confidence by sharing their work and learning with each other. I hope to put this idea into activities I create.

Thank you!