

CORE WORD: **Under**

(Many activities in this worksheet are intended to be introduced in tandem with the Over worksheet)

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "There is a green ball **under** the coffee table.")

CLARIFY: (e.g., "What is that **under** your car?")

ASK QUESTIONS: (e.g., "When are there going to be presents **under** the tree?")

DIRECT: (e.g., "Put the suitcase **under** my bed.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and the other person needs to move it to that place. (e.g., "Put the fruit snacks **under** the lunchbox"). Students will get great practice for understanding of prepositional words with every day, familiar items. When the students place something under their lunchbox, adults can act surprised and pretend like they do not know where it went by saying

'Where did it go?!' which gives the student an opportunity to expressively use the target word.

Hide and Seek Attendance: Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look **under** my desk"). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts. TO give the students an opportunity to use the word expressively, students can tell the class where they found their name card upon finding it.

Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

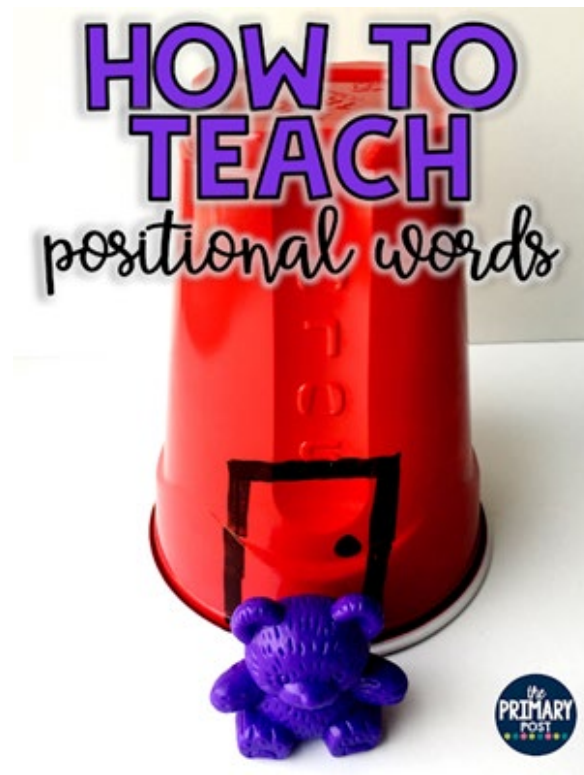
PLAY

Pretend Play: During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word **under** into various contexts during play. For example, if the child is suggesting to cook some pretend food, you can gather ingredients by describing where they

are located around the kitchen (e.g., “I am going to get the plates from the cabinet **under** the sink”).

Hide and Seek: During a game of hide and seek, adults can hide under something, then and can model the word after being found by saying “Wow! You found me **under** the table!”. Or adults can ask students to describe the location of their hiding spots for an opportunity to expressively use target words.

Positional Word Activity: Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... **under**, behind/in the back of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ) at: <http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ>



Picture from The Primary Post

READING

Over and Under the Snow | by Kate Messner | [Read Aloud by Randi Sosny-Handler](#)

A cute story about a child who explores his environment **over** the snow and learns about what's under it too.

The Three Billy Goats Gruff | By Paul Galdone | [Read Aloud by Storytime with Miss Jeannie](#)

A classic fairytale children's story about three goats that pass over a bridge and have to get past a troll who lives **under** it. Luckily the goats manage to think on their feet and outsmart the troll to reach the other side of the hill safely.

Listen My Bridge is So Cool | by Nancy Loewen | [Read Aloud by Dixy's Storytime World](#)

A spin-off of the classic fairytale story, The Three Billy Goats Gruff, as told from the perspective of the troll who lives under the bridge.

We're Going on a Bear Hunt | by Michael Rosen | [Read Aloud by Sam M](#)

A family embarks on an exciting adventure to find a bear as they encounter many terrains. They come across some long, wavy grass that they can neither go over or **under**.

Where, Oh Where, Is Rosie's Chick? | by Pat Hutchins | [Read Aloud by Reading Library Books](#)

Rosie the hen has lost her egg and she looks in many places to find it. She looks **under** the henhouse, and discovers it is not there.

Where's Spot? | by Eric Hill | [Read Aloud by ABC LearningFree](#)

An interactive book for toddlers for finding Spot the dog around different locations. Is he **under** the stairs or **under** the rug?

Around the House Chased the Fox and the Mouse | by Rick Walton | [Read Aloud by Corinne Anderson](#)

A prepositional tale about a fox who chases the mouse all around the farm. Story is packed with prepositional words, including over and **under**.

SENSORY MOTOR

Adults can make an 'obstacle course' made of random things throughout the classroom, house, or outside. As the students move through the obstacle course, the adults can verbally direct them by saying "jump over the stick!" or "Quick! Crawl **under** the chair!". For more ideas and pictures, head over to this blog [post](#).

<https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>

VIDEOS, MUSIC, ANIMATED SHORTS

Videos

[Learn OVER & UNDER \[Preschool Learning Lesson/Guessing Game\] | Preschool Kids TV](#)

Animated preschool teacher is going to show you the difference between 'over' and '**under**'. Watch and play a fun guessing game too!

<https://www.youtube.com/watch?v=w7oWuofeA6U>

[Classic Sesame Street – Over and Under](#)

An old 1970 Sesame Street clip that demonstrates 'over' and '**under**' spatial concepts.

<https://www.youtube.com/watch?v=5DCIjdFSmr4>

[Where is it? | Maple Leaf Learning](#)

A video that models the concepts under, on and in in context with various common items, animals, and objects.

<https://www.youtube.com/watch?v=8F0NYBBKczM>

STRUCTURED ACTIVITIES

Clock and Visual Schedule: For students who use visual schedules during instruction, a mini activity that incorporates spatial words would be to instruct the student to hang (or tape) their visual schedule over or **under** the clock. Placing the visual schedule near the clock will enforce the concept of time, add structure to a routine, and incorporate the target core word **under**.

Positional Words Kindergarten Positional Words 1st Grade Preposition Activities | TeachersPayTeachers.com

\$3.50 PowerPoint-based activity that targets an interactive way to teach prepositional concepts such as in front, behind, next to, **under**, and inside.

<https://www.teacherspayteachers.com/Product/Positional-Words-Kindergarten-Positional-Words-1st-Grade-Preposition-Activities-2080232>

Prepositional Words Resource Box | LakeShore Learning

A \$39.99 kit that is sold at LakeShore Learning store that is filled with prepositional directions and physical items that the student can manipulate to display the various spatial concepts (e.g., put the bear in **front** of the box).

https://www.lakeshorelearning.com/products/ca/p/PP949/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=520011010000099155&CADevice=c&gclid=CjwKCAiAjeSABhAPEiwAqfxURWQTGR-mCJea_HzpHxVTaFNcR0-ty_9XyBYiya8h8WXUjHAEvoaikhoC3XAQAvD_BwE

ART OR SCIENCE ACTIVITIES

Over and Under the Snow Extension Activity | Idea from Leah Newton Art

After reading the book, Over and Under the Snow, students will draw a depiction of a theme in the snow, along with what they imagine is living under the snow. The picture will contain scenes from both **over** and under the snow.

<https://leahnewtonart.com/2020/12/14/over-and-under-the-snow-art-project-lesson/?pp=1>

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: over, **under**, different, same, many, few, down, up, and more!

My Play Home (PlayHome Software Ltd): \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like over and **under** during play on the app.

WORD WALL: Create a WordWall and add '**under**' 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 Amy Burt @ amyaburt@gmail.com.

Thank you!

CORE WORD: **Throw**

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "He is **throwing** the ball to the dog!")

COMMAND/REQUEST: (e.g., "Can you **throw** the ball to me?", "Throw the ball to me.")

SOCIAL INTERACTION: (e.g., "Let's **throw** the ball.")

EXPRESS HAPPINESS: (e.g., "I love **throwing** a party for my Mom.")

EXPRESS FEELINGS: (e.g., "I feel sick. I am going to **throw** up.")

NEGATION: (e.g., "Don't **throw** it away.")

ROUTINES AND SCHEDULES

Snack/mealtimes: After we finish eating, we need to:

- **Throw** our papers in the garbage
- **Throw** our scraps away

Chores: make a game of or participate in **throwing** dirty clothes in the clothes hamper, **throwing** garbage in the garbage container, **throwing** cans in the recycle bin.

Circle Time: During circle, students can **throw** a ball, or other appropriate item, to who they want to take the next turn.

PLAY

Toys and Games: Horseshoes, Corn Toss - Students can throw horseshoes/bean bags towards the target. Students will write down and add up scores to determine who wins.

Recess: Children can play catch using balls, bean bags, balloons, or any other appropriate objects, with each other, to take turns, to work on social interaction and joint referents. Saying “my turn to **throw**”, “your turn to **throw**” or asking questions “Is it my turn to **throw**?” “Is it your turn to **throw**?”

READING

Here are some suggested books that can assist in teaching the core word **throw**:

Tarheel Reader - Let's Play Ball- includes other concepts besides **throw**, <https://tarheelreader.org/2018/06/09/lets-play-ball-3/>.

“Watch Me **Throw** the Ball” read aloud at <https://www.youtube.com/watch?v=F9nvhDV-8Uw>.

“Don't **Throw** Tantrums at the Store” read aloud that covers emotions and behaviors, at <https://www.youtube.com/watch?v=YXPslBvzgrg>.

“Don't **Throw** That Away!” (a book about recycling and reusing) read aloud at https://www.youtube.com/watch?v=H_-HtCfdCk.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play a game of catch - **throwing** any type of ball, frisbee or other appropriate items to each other. The student **throwing** can ask the student catching a question. If this is done with a staff, the staff member should take turns with the student asking and answering questions.

Teachers, or other students, can model how they **throw** various types of balls, i.e., a basketball, beachball, tennis ball, baseball, etc.

SENSORY MOTOR

Students and adults can play catch with various items, throwing to each other. They can compare and contrast **throwing** big balls, heavy balls, cotton balls and comment how they are different and how they are the same.

Students and adults can **throw** different items into different size containers. To make this more difficult, they can throw items positioned in different places in the room, they could throw items, while they are on a platform swing, while they are jogging, while hopping on one leg, while throwing with their nondominant hand.

STRUCTURED ACTIVITIES

Boom cards reviewing “Put Away or **Throw** Away”

<https://wow.boomlearning.com/deck/put-away-or-throw-away-nk89wcm7MS7tcvnt>

Boom Cards reviewing various verbs including “I Can Throw” at

<https://wow.boomlearning.com/deck/i-can-throw-2--wave-throw-with-sound-9AYvJosgbxSv542Qg>.

Teacher Pay Teachers - Boom Cards, Snowball Fight-long vowels OI-OY, students throw snowballs at the sounds and then type the

words. <https://www.teacherspayteachers.com/Product/Boom-Cards-SNOWBALL-FIGHT-Long-Vowels-OI-OY-FREE-6231826?st=35435acc1936ad60cce92ae62d0c81c0>

VIDEOS, MUSIC, ANIMATED SHORTS

Wordless short film - One Man Band trailer. Should the little girl throw the coin in the fountain or in one of the One Man Bands' cups?

<https://www.youtube.com/watch?v=8A7Pe8oGhq8>

ART OR SCIENCE ACTIVITIES

ART - To create an abstract painting, you can **throw** sponges, balls, and other absorbent items, dipped in paint, on large pieces of paper.

Science/Math - Create a chart comparing the distance each child can throw the various items (i.e., big balls, heavy balls, cotton balls, etc.) Compare the differences between the types of balls.

USE OF APPS OR OTHER TECHNOLOGY

Computer based Online Ball Games have several games you can choose from to work on the word “**throw**” at

<https://www.learn4good.com/games/ballgamesforkids.htm>.

WORD WALL: Create a WordWall and add ‘**throw**’ 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 Carolann Cormier, MS, CCC-SLP, at ccormier@crec.org. I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative

alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at https://twitter.com/CREC_ATech.

Thank you!

CORE WORD: **Bounce**

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., don't bounce, biggest bounce, smallest bounce)

COMMENT ON SPORTS: (e.g., good/bad **bounce!**, it **bounced** out)

DIRECT ACTION: (e.g., let's **bounce, bounce** over to him)

SHARE INFORMATION: (e.g., I'm/you're **bouncing** off the walls, **bouncing** ideas around)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell when they are finished eating and ready to leave the table, cafeteria, or restaurant (e.g., let's **bounce!**)

Circle:

Students can share about a topic "popcorn" style: one student shares, then they randomly pick the next person (e.g., **bounce** Jenna).

Adults can facilitate by having students pass a ball to the next speaker and model how the students can use the word in that situation (e.g., **bouncing** over to Jenna).

PLAY

Toys and Games:

Adults and students can set up cups and students can take turns **bouncing** ping-pong balls into them. Taking turns students can indicate to another student when it is their time to bounce, “you **bounce**.”

Recess:

Students and adults can practice using the word '**bounce**' when bouncing different types of balls or directing someone else to bounce for them! Students can use **bounce** to invite others to play with them, or to let someone know what they would like to do.

READING

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

Bounce by Doreen Cronin and Scott Menchin, courtesy of Lights Down Reading:
https://www.youtube.com/watch?v=NZUgOhsTzmM&ab_channel=LightsDownReading

This book is about different animals and objects that **bounce** and how they go about **bouncing**!

Summertime Bounce, courtesy of Flitzybooks.com:
https://www.youtube.com/watch?v=0htGZFzR3i4&ab_channel=FlitzyBooks.com

This book is about summertime and the different toys that you play with during summer. Specifically, about a beach ball and how the beach ball kept on **bouncing** and had help from other people or creatures to keep on **bouncing**.

Mr. Bounce by Roger Hargreaves, courtesy of Books Read Aloud for Kids:
https://www.youtube.com/watch?v=-oxPsdeKil4&ab_channel=BooksReadAloudForKids

This book is from the Mr. Men series and it's all about Mr. **Bounce**. Mr. **Bounce** goes about his day by **bouncing** nonstop. Follow him as he **bounces** around.

Winnie the Pooh: Out of Bounce, courtesy of JL Educational TV:
https://www.youtube.com/watch?v=5B37SSTeG74&ab_channel=JLEducationalTV

This book is from the Winnie the Pooh series. One day Tigger bounces around and talks about how he loves **bouncing**. He realizes that none of his friends know how to **bounce** and decides to fix that. He puts springs on the feet of his friends and tries to teach them to **bounce**. What could go wrong?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch this video model of how to play basketball with friends. Students can explore how to **bounce** a basketball to dribble and pass.

https://www.youtube.com/watch?v=PDoZML99-Ww&ab_channel=WatchMeLearn

Adults can talk about different ways you bounce the ball in the game (e.g., **bouncing** the ball by yourself is dribbling, **bouncing** the ball to a friend is passing).

SENSORY MOTOR

Sounds and Visual Choice: Students can make a bouncy sensory toy. Students can cover small balls or toys in paint, put them in a clear take out and shake it. As the items bounce around inside, they will mix the paint and making interesting noises and colors. Adults can talk about why these noises and colors happen (e.g., the toys are **bouncing** around).

Physical/movement Choice: Students can try to bounce different sizes of balls (e.g., a weighted ball, a basketball, a tennis ball). Students can share which ones they like **bouncing** best (e.g., I like bigger **bounce**)

VIDEOS, MUSIC, ANIMATED SHORTS

The Bounce song, courtesy of Rocking Dan, Teaching Man:

https://www.youtube.com/watch?v=IAFt6jEKUNQ&ab_channel=RockingDanTeachingMan

The Bouncing song, courtesy of Kids TV 123:

https://www.youtube.com/watch?v=o4KMcYTIG00&ab_channel=KidsTV123

Bouncing up and down, courtesy of Patty Shukla:

https://www.youtube.com/watch?v=-HLjxcrgiPg&ab_channel=PattyShuklaKidsTV-Children%27songs

Boundin Pixar HD short film from YouTube courtesy of Lavazzka

https://www.youtube.com/watch?v=7WyR4AqRweY&ab_channel=Lavazzka

Song for teens and young adults:

Bounce by Calvin Harris ft. Kelis from YouTube courtesy of Calvin Harris:

https://www.youtube.com/watch?v=ooZwmeUfuXg&ab_channel=CalvinHarrisVEVO

Bounce by Samantha Jade, courtesy of Samantha Jade:

https://www.youtube.com/watch?v=TaXqwlFs88c&ab_channel=SamanthajadeauVEVO

Bounce by Timbaland featuring Dr. Dre, Missy Elliot and Justin Timberlake, courtesy of Alex Devine: Clean version

https://www.youtube.com/watch?v=u51fm3tzrgg&ab_channel=AlexDevine

Make It Bounce by Iggy Azalea from YouTube courtesy of IggyAzaleaMusicClean

https://www.youtube.com/watch?v=rgDmlfBApl8&ab_channel=IggyAzaleaMusicClean

STRUCTURED ACTIVITIES

Students can brainstorm ideas for a specific topic, for example what to do this weekend or the best way to celebrate someone's birthday. Students can **bounce** ideas around and **bounce** off of each other's ideas. Students can write down all their ideas on one big paper, then highlight other ideas that helped them think of new ideas.

Adults can facilitate by describing what brainstorming (e.g., we **bounce** ideas around by listening to each other and sharing any new, wild, or fun ideas).

iBrainstorm by Erik Loehfelm. Students can use this app to visually organize their ideas while brainstorming. Adults can help students visually explain how their ideas **bounce** off of each other by drawing lines to connect them.

<https://apps.apple.com/us/app/ibrainstorm/id382252825>

ART OR SCIENCE ACTIVITIES

Students can drop different objects (e.g., clean recycling or trash) and see which items have the biggest to smallest **bounce**.

Adults can provide a list of the items in a table so students can write or draw the description of each item's bounce.

USE OF APPS OR OTHER TECHNOLOGY

iBrainstorm by Erik Loehfelm. Students can use this app to visually organize their ideas while brainstorming. Adults can guide students visually explain how their ideas **bounce** off of each other by drawing lines to connect them.

<https://apps.apple.com/us/app/ibrainstorm/id382252825>

Bouncy Ball Free by Young Ok Park. Students can **bounce** the ball to jump from block to block in this game. <https://apps.apple.com/us/app/bouncy-ball-free/id581876745>

WORD WALL: Create a WordWall and add '**bounce**' 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 Meagan Rose Baron at mrbaron2017@gmail.com and Alisa Lego on Instagram [**@newfriendscollective**](#)

Thank you!

CORE WORD: **Step**

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

ASK FOR HELP: (e.g., help me **step**)

SHARE INFORMATION: (e.g., I **step**)

DIRECT ACTION: (e.g., you need to **step**)

NEGATE: (e.g., don't **step** there)

ROUTINES AND SCHEDULES

Circle: At circle, students can **step** into the center of a circle and share something special that happened the previous night.

Snack time: Adults and students can indicate not to **step** onto any spilled food.

PLAY

Students can play games such as follow the leader and indicate to their peers to **step** right behind them.

Students can also make up dance routines and talk about the different **steps** they have to know in order to do the dance together.

READING

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

Hey, Little Ant by Phillip and Hannah Hoose, courtesy of Mrs. Britton's Book Nook:
https://www.youtube.com/watch?v=ehH6l6v5sYM&ab_channel=Mrs.Britton%27sBookNook

This book is about a boy and an ant. The boy wants to **step** on the ant and squish him flat. The ant is asking the boy to please just leave him be and let him bring his bit of pie back to his family!

Stepping Stones: A refugee family's journey by Margriet Ruurs, courtesy of Humda Malik:
https://www.youtube.com/watch?v=bl5TuJCOTV0&ab_channel=HumdaMalik

This book has beautiful pictures for the illustrations of a family that is made entirely out of stones. Each picture has a quote or a poem that goes with it that helps tell the story of a refugee family's journey to safety.

Les and Ronnie Step out by Andrew Kolb, courtesy of Brightly Storytime:
https://www.youtube.com/watch?v=6ghzKaSPx3l&ab_channel=BrightlyStorytime

This book is about two feet named Les and Ronnie. Les and Ronnie are complete opposites when it comes to what they like and how they organize their weeks. They are such different feet but they also have to work together.

Pete the Cat: I love my white shoes by Eric Litwin, courtesy of Whiteboard Entertainment Studios:
https://www.youtube.com/watch?v=fj_z6zGQVyM&t=4s&ab_channel=WhiteBoardEntertainmentStudios

This Pete the Cat book is all about how Pete likes his nice, white shoes. Pete uses his shoes and his feet to help him step through his day. Throughout his day, he continues to step in things in his white shoes that may turn them into a different color that is not white!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can help each other complete an obstacle course and indicate where to **step** next. Ideas for obstacles courses can be found at:

<https://happytoddlerplaytime.com/20-amazing-backyard-obstacle-courses-for-kids/>, courtesy of happy toddler playtime.

SENSORY MOTOR

Adults can set up hopscotch for their students. Students can take turns doing the hopscotch and **stepping** with one foot or two feet in the appropriate squares.

VIDEOS, MUSIC, ANIMATED SHORTS

Kick your knees up step in time, courtesy of Pebbles Live:

https://www.youtube.com/watch?v=aG75g9qtknA&t=33s&ab_channel=PebblesLive

Walking in the Jungle, courtesy of super simple songs - kids songs:

https://www.youtube.com/watch?v=GoSq-yZcJ-4&ab_channel=SuperSimpleSongs-KidsSongs

Baby's first steps, courtesy of Little Angel: Nursery Rhymes & Kids Songs:

https://www.youtube.com/watch?v=ISq-DoJTdo&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Watch your step, courtesy of Badanamu:

https://www.youtube.com/watch?v=erN1mah3JtM&ab_channel=Badanamu

Step in Time from Mary Poppins Musical, courtesy of Disney on Broadway:

https://www.youtube.com/watch?v=1VNGIQ51aiw&ab_channel=DisneyOnBroadway

Krabby Step by Swae Lee, Tyga, Lil Moosey, courtesy of Tyga:

https://www.youtube.com/watch?v=IOLvuGV-88o&ab_channel=TygaVEVO

YOUNG ADULTS:

Step by Step by New Kids on the Block, courtesy of New Kids on the Block:

https://www.youtube.com/watch?v=ay6GjmiJTPM&ab_channel=NewKidsVEVO

Pon de Replay by Rihanna, courtesy of Rihanna:

https://www.youtube.com/watch?v=oEauWw9ZGrA&ab_channel=RihannaVEVO

Step by Step by Whitney Houston, courtesy of Whitney Houston:

https://www.youtube.com/watch?v=sWa5vE4MUpU&ab_channel=whitneyhoustonVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students what it means to **step**. Students can explore what it feels like to **step** on different surfaces such as tanbark, concrete, carpet and even a little water.

ART OR SCIENCE ACTIVITIES

Adults can assist students in tracing their foot or putting paint on the bottom of their foot and stepping on a piece of paper. Students can practice writing **step** on the art project too!



*courtesy of hands on as we grow: <https://handsonaswegrow.com/big-and-small-activity/>

USE OF APPS OR OTHER TECHNOLOGY

Any step counter app can work for “**step**”. It can track how many steps we take in a day and then the class can talk about why they take more steps some days and less steps other days.

WORD WALL: Create a WordWall and add ‘**step**’ 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 Alisa Lego on Instagram @newfriendscollective or Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)
Thank you!