

CORE WORD: **Together**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SHARE AN IDEA: (e.g., We should all get **together** sometime.)

EXPRESS AN OPINION: (e.g., He needs to get it **together**.)

GOSSIP: (e.g., I heard they did not work well **together** on the project.)

COMPLIMENT: (e.g., Your outfit and shoes go well **together**.)

INSTRUCT: (e.g., First, mix the flour and baking powder **together**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can discuss their favorite food combinations. Adults can model on the student's devices/low tech boards etc., foods they like to eat together. (e.g., I like to eat grapes and cheese **together**)

Circle: At the end of the day, adults can play “The More We Get **Together**” as a goodbye song before students pack up to go home. Adults can pause the song before “together” and have students fill in the blank using any mode of communication.

PLAY

Recess: During recess adults can make comments about students playing **together** and model on students' devices.

READING

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

[Drawn Together by Minh Lê Read by Erin McCall](#)

https://www.youtube.com/watch?v=Q6WxovaT5P0&ab_channel=ErinMcCall

[It's Great to Work Together by Jordan Collins Read by Storytime with Suzanne](#)

https://www.youtube.com/watch?v=CVvh1ABeDQ&ab_channel=StorytimewithSuzanne

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice asking their friends if they would like to play. Adults can model on devices how to ask friends to play and show what playing **together** nicely with friends looks like with a social story.



SENSORY MOTOR

Students can finger paint and mix paints **together**. Adults can assist adapt the activity and assist students as needed.

VIDEOS, MUSIC, ANIMATED SHORTS

[The More We Get Together by Barefoot Books Singalong](#)

https://www.youtube.com/watch?v=ynlmvWAdCug&ab_channel=BarefootBooks

[Come Together by The Beatles \(for older students\)](#)

https://www.youtube.com/watch?v=oolpPmuK2l8&ab_channel=TheBeatles-Topic

[Happy Together by The Turtles](#)

https://www.youtube.com/watch?v=9ZEURntrQOg&ab_channel=CameronPosh

[We're All In This Together by High School Musical Cast](#)

https://www.youtube.com/watch?v=DykVJl6wr_4&ab_channel=DisneyMusicVEVO

STRUCTURED ACTIVITIES

As an accompanying activity to *It's Great to Work Together*, Students and adults can discuss ways to work **together** with friends.

ART OR SCIENCE ACTIVITIES

Students can see what happens when you put mentos and cola **together**. Adults can create activity specific boards for students to use to make comments on the activity or model on their devices.



WORD WALL: Create a WordWall and add **'together'** 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 Abbie Duarte @ aduarte3@mail.sfsu.edu Thank you! Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie 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: **Understand**

For Educators, Related Service Providers, and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD

REQUEST: (e.g., I want you to **understand** me. **Understand** this.)

GIVE INFORMATION: (e.g., I don't **understand** the lyrics of this song. I **understand** the game.)

ASK QUESTIONS: (e.g., do you **understand me**? Can you help me **understand** this?).

COMMENT: (e.g., I like that you **understand** this. This is easy/ hard to **understand**)

PROTEST: (e.g., I can't **understand** this. This is so hard to **understand**. You don't **understand** me).

CLARIFICATION: (e.g., I don't **understand** you. Can you say that again? I can't **understand**, can you say that again?)

ROUTINES

Academic activities in class: It is important to check for **understanding** when working with students with special needs. When giving directions in class, ask the students if they **understand** the steps/routines that they need to follow. When

teaching new concepts in class, ask the students if they **understand** what you are teaching them.

Circle Time: It is a common activity to go over the schedule of the day in circle time. When going over the schedule, you can ask the students if they **understand** what comes after or before recess, or before the end of the day. Also, you can always start your activities (e.g., calendar, weather, etc.) by telling the students how important it is to **understand** these concepts. For example, you can say (e.g., For today we are going over the weather. It is important to **understand** the different kinds of weather we have in the city, etc.).

Pre-Literacy activities in the classroom: before reading a book to the students, it's common to go over pre-literacy concepts such as the title of the book, front/back of the book, etc. Teachers can always cover this area by letting them know the importance of **understanding** those concepts (e.g., here is the title, is it important to **understand** this because every single book has a name/title). Make sure teachers' model this in the devices at the same time)

Reading comprehension activities: after reading a story with the students or after independent reading (for those students who read independently), teachers can have a section called "I **understand** what I read". In this section, teachers can ask the student to show their understanding by going over story grammar (asking all WH- questions). Make sure you model and use the word **understand** during this activity over and over. For example, you can say "first we want to **understand** "who" who means the people in the story. Who knows who was in the story? Next, we want to **understand** "where". "Where" means the place in the story, etc.

Board Games at home or with friends: Before playing the game, read the rules and ask if everyone **understands** the game. Encourage the student(s) to answer with complete sentences (e.g., yes, I **understand** the rules of the game). Don't forget to provide plenty of modeling.

Clarifications: Encourage students to clarify when they don't understand a concept teacher are teaching. For example, when teaching a concept, and you can see that the student is not grasping what you are teaching, teachers can model and say "Oh it seems that you don't **understand**. If we don't **understand**, we ask for help. If we don't **understand**, we ask for repetition, etc." You can do this throughout the school day in different activities.

How-to videos: some younger adults enjoy watching how-to videos on YouTube. In these videos, students learn how to make things, practice new hobbies, or learn something new. How-to videos usually go step by step and for some concepts, it is important to understand each step before moving to the next one. For example, in the video on how to mix colors when painting, we need to

understand the primary colors and how we can mix them to create new colors. Model this activity and check if the students **understand** each step before moving to the next one.

Here are some videos about this activity:

Acrylic Painting Tips for Beginners-How to Mix Colors by Easy Painting Vered
https://www.youtube.com/watch?v=gXAZ6b9y_Sw

How To Mix Colors for Kids, Toddlers, and Preschoolers by Kids Corner
<https://www.youtube.com/watch?v=dCMHw6NDJ0I>

PLAY

Before playing with the students, make sure you go over the rules and instructions of each game and check for **understanding**.

Here are some videos that show how to play common games:

[JENGA Board Game Rules & Instructions | How To Play Jenga ...](#) by Mr. Animate

[How to Play Apples to Apples](#) by Triple S Games by Triple S Games

[How to Play Bingo](#) by Triple S Games

For older students who can understand more abstract language concepts, consider playing Mad Libs. Here is a video to introduce this activity.

<https://www.youtube.com/watch?v=eeozSrFKJB0> by Elizabeth Rich

Recess: When playing in the playground during recess, teachers can go over the rules and responsibilities when playing there (e.g., put the toys away, wait for your turn, ask for help if you need to, etc.) and check for understanding. Teachers can say: “we need to **understand** the rules when playing. If we **understand** the rules, everyone will be safe and have a good time”. Don't forget to model. Teachers can do the same during free playing time in the classroom.

Teachers can also teach how to play common games such as hide and seek. [Play this video](#) by Steve and Maggie and/or [hopscotch](#) by Fit For A Fist. Model the word “**understand**” when teaching the game and go over the rules. There are other games that teachers can go over the instructions and use the word **understand** when teaching them such as playing marbles, play tag, play ball, etc.

READING

Here are some suggested books that target the word “**understand**”. When reading these books with the students, make sure you model the word “**understand**” every time it’s in the book. Also, even if the book doesn’t have many chances to practice “**understand**,” adults can add it and teach it. Just ensure that it is modeled, discussed, and utilized in an organic way.

[Understand and Care](#) by Cheri J. Meiners (EPIC website)

[Teach Your Dragon To Understand Consequences](#) by Steve Herman

[Things About Animals](#) by Student (Tar Heel Reader)

[Emelia Understands Equity: Fair Doesn’t Always Mean Equal](#) by Jeff Tucker

SOCIAL INTERACTIONS AND VIDEO MODELING

Students must participate in classroom activities where they have to interact with each other. For example, reading with a partner, group work, playing together, answering questions together, etc. Teachers can create posters where it shows the rules and examples of how those interactions should be. When presenting these, focus on the word **understand**. Introduce the idea stating that it’s important to **understand** the importance of interacting with each other in a safe/ fun way.

Here is a video about the importance of teaching rules from a young age. [Creating Classroom Rules With The Children](#) by CECE Early Childhood Videos at Eastern CT State U.

Here are some posters that teachers can add. Make sure you add the word **understand** for each poster. Example. This poster is to **understand** the classroom rules. This poster is to **understand** how to play in a team, etc.

[Teach Teachers PTO3](#) has many classroom rules posters that can be used. Just make sure to add the purpose of the poster and add the word “**understand**”.

[How to use the mask](#) is a new classroom rule that everyone must follow. This is also a great way to teach **understanding**. Teachers can write: To show and **understand** that we know how to protect ourselves from COVID, we wear a mask. Here are the steps.

[Posters for when students work in groups](#) by Kindergals (Pinterest)

[What friends do and don't posters](#) also are great ways to **understand** appropriate social interactions in class. This is a free download by Teaching Trove.

SENSORY MOTOR

A great way to teach the word **understand** is by using sensory-motor activities that target two opposite concepts (related to science also). For example, teach wet/dry, soft/hard, etc. Teachers can have sensory stations in the classroom or add them into the classroom schedule to teach this. For example, teachers can start the class by stating that they are learning to **understand** why water and sand feel different, etc. Expose the students with different textures and expand on the concept of **understanding** how different they are and why.

Here are some sensory-motor activities that can be implemented. Make sure you mention the purpose of this activity. What you want the student to **understand** with this activity. For example, the teacher can say: "Today we are going to use shaving cream and snow. We are going to **understand** how they are the same/ different. We are going to describe our sensations (perfect activity to teach descriptive language also). Have a poster with the word **understand** and ask the children to describe it (how it smells, feels, etc.). And don't forget to model.

[Sensory Play For Autism](#) by Just A Different Life

[Easy & Educational Sensory Play Activity 2019](#) by Caitlyn Neier

[Fun Sensory Play Activities/Autism Spectrum Disorder](#) by Autism Sanctuary

[Pinterest](#) has great tools/ activities you can use for sensory-motor activities.

VIDEOS, MUSIC, ANIMATED SHORTS

We can learn many different concepts by listening to music. The topics are endless. E.g., we can understand feelings/emotions, weather, body parts, etc.

When singing these songs, always have the device and model as needed.

Understand Feelings:

The Feelings Song by Miss Moly <https://www.youtube.com/watch?v=-J7HcVLsCrY>

Feelings/Word Power By Pinkfong

<https://www.youtube.com/watch?v=a1NIWCr0R-k>

Inside Out: Guessing The Feelings by Laia Garcia

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

Understanding the Weather:

How's The Weather? by Super Simple Songs

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

Weather Song For Kids by The Singing Walrus

<https://www.youtube.com/watch?v=tfAB4BXSHOA>

Songs (For Adults)

Understand by Anna St. Louis <https://www.youtube.com/watch?v=6a5-tkK3Dy0>

You Don't Understand Me by Roxette

https://www.youtube.com/watch?v=JcxFiVL_A4g

Don't Let Me Be Misunderstood By Nina Simone

<https://www.youtube.com/watch?v=9ckv6-yhnl>

[Lyrics.com](https://www.lyrics.com) has a list of different songs (different styles) that have “**understand**” in the lyrics. The song(s) can be purchased from the website or consider searching for the specific songs the student likes on YouTube or other music platforms.

<https://www.lyrics.com/lyric/7988681/Anna+Gilbert/Understand>

STRUCTURED ACTIVITIES

After teaching academic concepts, students can be encouraged to state whether or not they **understood**. This is a great way to practice the word **understand**, but also students learn that it's okay if they don't **understand** and they can ask for help when they need to. Encourage them to use their devices to say “teacher I **understand** this. I don't **understand**, I need help.”

Teaching structured activities targeting the word **understand** is similar to the section above. You can teach any concept. It is important for the teacher to state the goal of each activity. E.g., We are going over the alphabet because it's important to **understand** this concept. At the end of each activity, teachers can go over each student and ask if the student **understood** or not. Make sure the students use their devices.

ART OR SCIENCE ACTIVITIES

Science projects: YouTube has many videos of students performing science projects. After watching those videos, teachers can ask the students what they **understood** from those videos. Teachers can have a poster called “I **understand** ...” and have different sections. For instance, they can do “I **understand** the tools used, I **understand** the procedure, I **understand** the results of the experiment. I **understand** the purpose of the experiment”. Break the videos into different parts, that way there are more chances to practice the word **understand**.

and ask them to **write** keywords about the activity, (e.g., what they liked, did not like, what happened in the project, etc.). Some of the experiments are very simple and can be done at home. Some of the experiments also involved some type of writing. Here are some videos:

Ryan Learns Easy DIY Science Experiment for Kids with How to Make a Homemade Volcano by Ryan’s World

<https://www.youtube.com/watch?v=pFeaxO4-E8>

9 Easy Science Experiments To Do At Home by Crafts for Kids

<https://www.youtube.com/watch?v=20TY0osAy3Q>

Play/ 5 Weather Science Experiments! By WhatsUpMoms

<https://www.youtube.com/watch?v=2TE56FxH-ao>

School Science Projects Robotic Arm by DIY Projects

<https://www.youtube.com/watch?v=AOVD7WgFP2s>

Baking Soda and Vinegar- Balloon Experiment-Science Project for Kids by MocomiKids https://www.youtube.com/watch?v=V_Hn6pT4M-Y

Art Projects:

Have a poster with the core word **understand** and ask the students to decorate it. Use crayons, colors, etc., and make sure to make it fun.

Coloring sheets in which the students show understanding of concepts they are learning such as feelings. Here are some free coloring sheets (just make sure, you add the word **understand** when teaching this). Model, model, model

Understanding feelings:

Draw My Feelings by MyleMarks

https://www.mylemarks.com/store/p198/Draw_My_Feelings.html

[Sometimes I feel like a...](#) By The Teacher Treasury (an article with great ideas on how to **understand** feelings)

Understanding how to recycle:

[Upcycled Craft: Milk Carton Bird Feeder](#) by PrimRose Schools

[Free Recycling Sort](#) by Simply Kinder

Understanding the parts of a plant/flower

[Parts of a Bean Plant Diagram Art](#) by Share and Remember

[Parts of a Plant](#) by Primary Theme Park

Again, Pinterest is your best friend. Search for arts/craft activities. Just make sure you go over the core words when introducing the activity.

USE OF APPS OR OTHER TECHNOLOGY

Students can request music or videos and parents can ask if they **understood** the lyrics and/or the video. Make sure adults model the activity first.

There are many free/low-cost apps that focus on different academic/non-academic concepts that you want students to learn. When working with these apps, make sure the adult is modeling the keyword while performing the activity. Here are some useful apps.

Khan Academy Kids. offers read and literacy activities for free. Android, iPhone, and iPad available.

Dic Dic. Offers opportunities for the students to learn spelling and writing. \$2.99

Time, Money, and Fractions on Time. This app allows students to understand the concept of money, time, and other math-related concepts. \$4.99

Duolingo. Free app where students can learn/understand different languages. Android, iPhone, and iPad available.

Math Learning Center. Free app with math concepts. These can be used on older students since it has sections in geometry.

Kids World Atlas. This app allows the student to **understand** and learn more about geography. Free.

Social Studies for Kids. This app allows the student to learn about geography, cultures, history, animals, etc. \$9.99

WORD WALL: Create a WordWall and add different words to the list. When going over the words, make sure you check for **understanding** not only the location of the word in their devices but **understand** the meaning of each word you are teaching (e.g., Do you **understand** what I just said? Show me that you **understand** this).

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 **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

*last tip:

This word is a unique word to teach even though we always use it. **Understand** is a word that you can teach in every single activity you are doing with your students. Just think about what you are teaching and be specific on what you want the student to **understand**. Model this word as many times as you can, in an organic/natural way.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Diana V Angeles.MS., CCC-SLP @ diana.v.angeles@gmail.com Diana is a Spanish- Bilingual Speech Language Pathologist who has been working in moderate to severe classrooms serving students in the spectrum. Thank you!

CORE WORD: **Proud**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMPLEMENT: (e.g., you should be **proud**)

SHARE INFORMATION: (e.g., I am **proud** of you)

ASK A QUESTION: (e.g., are you **proud**?)

AFFIRM: (e.g., yes, I am **proud**)

ROUTINES AND SCHEDULES

Circle: After each student shares during circle time, the rest of the class can say that they are **proud** of them.

Recess: Students can go around at recess and cheer each other on by saying "I am **proud**" to their friends. Students can also use proud to indicate that they are **proud** of themselves.

Snack time: Students and adults can use '**proud**' to indicate to their friends that they are proud of them for trying a new food during snack time.

PLAY

Adults and students can express that they are **proud** of one another while they are playing any game, especially if it is a new game.

During imaginative play, students can use puppets, dolls or action figures and do tricks or perform a song and tell one another they are **proud** of each other.

READING

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

I am proud of myself by Laurie Wright, courtesy of Leah Wesley:

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

This is a book about mantras and how to remember to be **proud** of yourself no matter what. As long as you keep on trying, you can overcome obstacles and barriers and be successful and **proud** of yourself!

The Proudest Blue by Ibtihaj Muhammad and S.K. Ali, courtesy of Sankofa Read Aloud: <https://www.youtube.com/watch?v=XJiTBmfy-LI>

This story is about Asiya and her sister. They are getting ready for their first day of school and are going out to buy a hijab. They are so **proud** of the blue of the hijab that Asiya wears on her first day of school.

We are so proud by Donna Longo, courtesy of J&D Play Fun:

<https://www.youtube.com/watch?v=O3cVrCT2HVg>

This book is about how **proud** a teacher is of her class for completing a project together. Their project is all about cooperation as they have to paint an American Flag together.

Pride: The story of Harvey Milk and the Rainbow Flag by Rob Sanders, courtesy of Brightly Storytime: <https://www.youtube.com/watch?v=2LU2daQ2exs>

This story talks about Harvey Milk and the steps that he took as a politician to make a change in American society.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can choose a friend (or more than one) and tell them why they are **proud** of them.

SENSORY MOTOR

Students and adults can pat each other on the back and give each other a thumbs up to indicate that they are **proud** of them.

VIDEOS, MUSIC, ANIMATED SHORTS

Proud to be Me, courtesy of Za's Zoo TV:

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

Proud Song, courtesy of Sesame Street:

<https://www.youtube.com/watch?v=v1eCtYSg8QY>

I'm proud to be me, courtesy of kids infantil video:

https://www.youtube.com/watch?v=ji7S_0ISRQw

Proud!, courtesy of Treehouse Direct:

<https://www.youtube.com/watch?v=OOpPVBgW6JQ>

YOUNG ADULTS:

Proud Mary by Tina Turner, courtesy of Tina Turner:

<https://www.youtube.com/watch?v=Gciy9oG5678>

Proud by John Splithoff, courtesy of John Splithoff:

https://www.youtube.com/watch?v=yIJ3j_pcNcQ

Proud by Heather Small, courtesy of Card AndrewDJ:

<https://www.youtube.com/watch?v=LEoxGJ79PMs>

Proud by Marshmello, courtesy of Marshmello:

<https://www.youtube.com/watch?v=-ot6NLSbxjg>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **proud** means and they can use this video to start a discussion about what they are **proud** of.

What Are You Proud Of? | 0-100 courtesy of SoulPancake:

<https://www.youtube.com/watch?v=keibTBgigQ8>

ART OR SCIENCE ACTIVITIES

Using a picture of the student, construction paper, markers, stickers and any other available art supplies adults and students can create a **proud** masterpiece. First students can write a few reasons why they are **proud** of themselves and then adults and friends can write reasons why they are **proud** of that student.

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Students can create different books about different things they are **proud** about. They can decorate their books and use their art project from above as inspiration. After they make the books, they can share them during reading time with the class.

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

Thank you!

CORE WORD: **Favorite**

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., That's my **favorite** game)

ASK QUESTIONS: (e.g., What's your **favorite** food?)

ANSWER QUESTIONS: (e.g., Blue is my **favorite** color)

COMMENT: (e.g., I think she's your **favorite**).

NEGATION/DENY: (e.g., It's not my **favorite** one.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can share a special meal or potluck. Every student can bring their **favorite** dish and explain to their peers why the dish is so special to them. Students can use their "describe" page on their talkers to discuss taste (e.g., sweet, spicy), temperature (e.g., hot, cold), texture (e.g., smooth, creamy), and how the dish looks (e.g., color, size) as well as the "groups" page to navigate to ingredients (e.g., fruits, vegetables, condiments, etc.).

Circle: Students can take turns each week sharing a **favorite** toy with their peers as a "Show and Tell" activity. Students can describe why they like it, including

what it does (e.g., it bounces!), what it feels like (e.g., it's soft), what it looks like (e.g., it's sparkly), and memories with the toy (e.g., I took it to the beach).

PLAY

Toys and Games:

Adults can support students to ask questions, such as, ("What is your **favorite** (insert type of toy here), such as car, truck, ball, puzzle ____? Adults can talk with the students about why it is their favorite, such as size, shape, color, functions.

Students can take turns choosing their **favorite** board games to play with and can utilize their talker(s) to describe it, (e.g., Guess Who, (it's the one with people's faces and you try to guess who they are).

Students can cook their **favorite** foods in the play kitchen. The use of toy foods is very helpful.

Ice Cream Manipulatives: This toy set by Melissa and Doug provides a fun opportunity for students to order/select/choose their favorite ice cream.



[Link to ice cream set Scoop and Stack Wooden Ice Cream Cone Playset on Melissa and Doug Website](#)

Students can select their favorite pizza toppings with this pizza set by Melissa and Doug and there are many other such toys. Additional toppings can be created with paper symbols or other play toy food items.



[Link to Pizza Party- Wooden Play Food on Melissa and Doug website](#)

Recess:

Adults can provide visuals of the toys that are available at recess and each student can choose their **'favorite'** to play with.

Students can sit in a circle and pass around a ball and state what their **favorite** items are in specific categories, (e.g., animals, colors, shapes, food, toppings on pizza). This is a great categorization game and the use of the AAC system can be integrated.

READING

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

[My Favorite Thing \(According to Alberta\)](#), by Emily Jenkins | KIMME

<https://www.youtube.com/watch?v=ppMonRrjWc4&t=4s>

[Love is My Favorite Thing](#), by Emma Chichester Clark | Read Aloud Flip-Along Book | Brightly Storytime

<https://www.youtube.com/watch?v=BV4kfBmMjuk>

[My Favorite Things](#), by Colleen S. Grandt | Loving2Learn

<https://www.youtube.com/watch?v=cPs8c0RQ2Po>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Kids Show and Tell: Favorite Toy](#) | Show and Tell | HiHo Kids

<https://www.youtube.com/watch?v=3mIEOISTlI8&t=15s>

This video models how students can share their favorite toys in a “show and tell” activity. The students share why they like the toy, what it looks like, and how they play with it.

SENSORY MOTOR

Students can take turns modeling a **favorite** dance move for their peers to imitate. Students can switch to another peer’s favorite move when the music stops.

VIDEOS, MUSIC, ANIMATED SHORTS

[What's Your Favorite Color?](#) | Kids Songs | Super Simple Songs

https://www.youtube.com/watch?v=zxlpA5nF_LY

[My Favorite Things Song](#) | What's Your Favourite...? Kids Song | English Tree TV

<https://www.youtube.com/watch?v=fn4dpFmbbHk>

[My Favorite Things from The Sound of Music](#) | Rodgers & Hammerstein

[Sesame Street: What is Ernie's Favorite Shape?](#) Courtesy of Sesame Street

<https://www.youtube.com/watch?v=0lagRZBvLtw>

[What's Your Favorite Flavor Of Ice Cream?](#) | Kids Songs | Super Simple Songs

[Smash Ultimate characters and their favorite PIZZA TOPPINGS](#) Courtesy of MV Perry

Young Adults

[My Favorite Mistake](#) | Sheryl Crow | Sheryl Crow

<https://www.youtube.com/watch?v=AmllUKo4dQc>

[All My Favorite Songs](#) | Weezer | Soul Music

<https://www.youtube.com/watch?v=9-Rde6qt4Cc>

STRUCTURED ACTIVITIES

Adults can provide a variety of books for students to review and each student can select their **favorite** one. Although many of the books will be available in the classroom, the one with the most votes will be the one read aloud in class.

Students can discuss why the book was their **favorite**. Maybe it was the topic, or the pictures or because it was funny or because they had read it before and couldn't get enough of it?

Older students/young adults with access to a kitchen can provide their **favorite** recipes and cook/bake the item(s) as part of a group.

Predictable Chart Writing: Adults can lead Predictable Chart Writing activities with students who can share: their **favorite** places to go, their **favorite** vacation(s), **favorite** ice cream flavors, pizza toppings and **favorite** TV shows or movies. This writing activity can spur a discussion about the various topics.

ART OR SCIENCE ACTIVITIES

Students can create a collage of their **favorite** things from a variety of categories. Students can then share their collages with their peers as a "getting to know you" activity.

USE OF APPS OR OTHER TECHNOLOGY

Google Slides collage: Adults can create classroom, 'group' or individual collages in 'real time' obtaining information on some of their favorite things. Such a collage could be shared electronically or printed to create a great visual for a writing activity. (free)

[Toca Tea Party](#)- This fun, interactive app provides a way for students/individuals to have a 'pretend' tea party and they can choose their favorite tablecloths,

plates, drinks, and sweet treats. This app provides excellent opportunities for interactions, requesting and commenting. (cost \$3.99)

Toca Kitchen- Students can cook and have their characters eat some of their favorite foods (cost \$3.99)

More Pizza by Maverick Software- This app is so interactive and could be utilized in small or large group settings, if the iPad was shared via Zoom or on a smart board or document camera/projector. Individuals can choose their favorite pizza shapes, toppings and then eat it, 'electronically.' YUM. (Cost 99 cents)

WORD WALL: Create a WordWall and add '**favorite**' 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 Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a "core word" focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist @ michaelasullivan2@gmail.com.

Thank you!