

CORE WORD: **My/Mine**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g. She is using **my** crayons. **My** mom's name is Tracy.)

COMMENT: (e.g. I love **my** family.)

DESCRIBE: (e.g. **My** favorite food is pizza)

PROTEST: (e.g. No it's **my** turn!)

Affirmation: (e.g. Yes, that is **mine**. Yes, that is **my** jacket.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks are **mine**. Adults ask the student "Is this your food/drink?" while offering a specific food or drink. Students can respond "**my** food" or "that is my food"

Circle: Adults can create a structured activity where the opportunity to use the word **my/mine** is high. For example, the group can sing the "body parts song" listed in the videos below. The teacher can model 'my neck, my nose, my eyes' to the students and then tell the students to follow along. The students can also

say 'my neck, my nose, my eyes' while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Videos for Circle Time:

Courtesy of ELF Kids Video: <https://www.youtube.com/watch?v=QkHQOCYwjal>

Courtesy of CoComelon Nursery Rhymes

<https://www.youtube.com/watch?v=yRNXfe9-aWo>

PLAY

Toys and Games:

Mr. Potato Head: Build a Potato head with a partner together! Each person can take a turn to attach a body part onto the potato. Before taking a turn, the student must indicate "**my** turn."

Dollhouse: Adults can assign each student a doll. The adult can then instruct the student to use their words to describe what their particular doll is doing. For example, a student can tell the adult "**My** doll is in the kitchen," or "My doll is asleep."

Trains: Using trains and a train track the adult can make the student take turns and describe what they are doing as they play. For example, the child must indicate that it is "**my** turn" when they want to roll the train on the tracks. Additionally, they can say "My train is rolling on the tracks".

Recess:

Sandbox: Adults can instruct students to describe what they are doing using the core words **my/mine**. For example, "My castle looks like____," "this shovel is mine." If necessary, use visual cues to facilitate this process.

Basketball (shooting hoops): Adults can instruct a small group of students to take turns shooting hoops. The students must indicate their turn by using the phrase "**my** turn" before shooting a hoop.

Swings: Adults can instruct students to describe what is happening when they are on the swing. For example, a student can say “**My** swing is going high,” or “You push my swing.”

READING

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

My Hands - Courtesy of Read Aloud for Kids

<https://www.youtube.com/watch?v=C7VxaxNzYgg>

Pete the Cat: I love my white shoes Courtesy of Whiteboard Entertainment Studios https://www.youtube.com/watch?v=fj_z6zGQVyM

It's My Turn | Read Aloud Children's Book Courtesy of The Storytime Family

<https://www.youtube.com/watch?v=xJBk9mJwkel>

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to comment, describe, share, and take turns can be greatly increased once they learn how to appropriately use the words **my/mine**. Through modeling, these videos show us how the words my/mine can be communicated when taking turns. Adults can also model using words to communicate “my turn” or “this is mine.” Adults may also use nonverbal gestures to model pointing to themselves when they are saying the phrases “my turn” or “this is mine.” By coordinating gestures with words, the student can learn different ways to communicate the words my/mine.

Video Modeling | Taking Turns courtesy of Meredith Harrah

<https://www.youtube.com/watch?v=ehIjPpE51Eo>

SENSORY MOTOR

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. Once the students have completed their painting, the adults can instruct the students to present their painting to the group. They must start presenting their painting by using the phrase “**My** painting.” For example, a student can say “My painting has red paint and sparkles,” or “**Mine** is colorful.”

STRUCTURED ACTIVITIES

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

VIDEOS, MUSIC, ANIMATED SHORTS

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

CGI 3D Animated Short: "Mine!" - by Vasil Hnatiuk, Courtesy of The CGBros

<https://www.youtube.com/watch?v=89zWNfilVpA>

Courtesy of The Higgles- Taking Turns | Songs for Kids

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

Courtesy of Taylor Swift | Mine

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

Courtesy of Tommyka, Finding Nemo | Mine

<https://www.youtube.com/watch?v=H4BNbHBcnDI>

Courtesy of 7531057, Pocahontas | Mine

<https://www.youtube.com/watch?v=XgOCTN14nzA>

Courtesy of Celine Dion | My Heart Will Go on

<https://www.youtube.com/watch?v=fGU7NMxboNE>

ART OR SCIENCE ACTIVITIES

Pasta Skeleton Art

Students can create a pasta skeleton with different pasta pieces. During the project the Adult can indicate that these are the student's own pasta pieces. The student can also indicate this by stating "This is **mine**," or "these pasta pieces are mine." At the end of the project the Adult can also instruct the students to present their Skeleton Art to the class. Students should start the presentation using the phrase "**My** skeleton_____."

Courtesy of Kinderart <https://kinderart.com/art-lessons/seasons/spaghetti-skeleton/>

USE OF APPS OR OTHER TECHNOLOGY

Any app that offers a 2+ player game can be used to practice the core word **my/mine**. Students can use the word my to indicate that it is 'my turn.' Additionally, students can let other players know that those pieces or cards are 'mine.' One example of a game that can be played is Uno! The following apps are available both on iOS and android systems.

UNO!™

<https://play.google.com/store/apps/details?id=com.matteljv.uno&hl=en&gl=US>

UNO!™

<https://apps.apple.com/us/app/uno/id1344700142>

WORD WALL: Create a Word Wall and add **'my/mine'** to the list.

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:Sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Turn**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. We took **turns**)

COMMENT: (e.g. He is **turning** around)

ANSWER QUESTIONS: (e.g. Your **turn**, my **turn**, his **turn**, her **turn**)

REQUEST: (e.g. Can it be my **turn**)

ROUTINES AND SCHEDULES

Circle time: When leading an activity, an adult can ask "Who's **turn** is it to _____" (e.g. pick a color, pick a number, etc.) and the class can answer "It's _____'s **turn**". This can be expanded into any activity where something can be chosen or the students can answer with whose **turn** it is.

PLAY

Recess: Students can play different games or do different activities at recess and talk about when it is their turn or a classmates' turn. (e.g. "It is my **turn** to swing", "It is your **turn** to jump rope")

When students play different games (e.g. uno, pretend play, etc.) they can practice telling each other when it is their **turn** to play the game. (e.g. "it is your **turn** to be the chef")

Building blocks: Students can take **turns** adding blocks to a tower. Adults and students can take **turns** commenting on who is having a **turn**.

READING

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

It's My Turn by David Bedford, courtesy of TheStoryTimeFamily,

https://www.youtube.com/watch?v=xJBk9mJwkel&ab_channel=TheStoryTimeFamily

Llama Llama It's Time to Share by Anna Dewdney, courtesy of Lights Down Reading. Adults can comment on how Llama Llama and his friend need to take **turns** when they are playing with the toys and how when it's time to take turns, you are sharing you're your friend.

https://www.youtube.com/watch?v=OTR9aV3blWU&ab_channel=LightsDownReading

Can You Turn the Pages by Janice Behrens, courtesy of Woohoo Storytime,

https://www.youtube.com/watch?v=ZNi6NY1YthM&ab_channel=WoohooStorytime

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Sesame Street: Two-Headed Monster Takes Turns:

https://www.youtube.com/watch?v=-leZvqQauWY&ab_channel=SesameStreet

Sesame Street: Learning to Take Turns: Julia and Samuel's playdate:
https://www.youtube.com/watch?v=jDBianNb4c4&ab_channel=SesameStreet

Teaching **turn** taking courtesy of Chirp:
https://www.youtube.com/watch?v=hjzB3iAg9Eo&ab_channel=Chirp

SENSORY MOTOR

Any sensory motor activity can be used for **turn**. Students and adults can take **turns** jumping on the trampoline, playing with kinetic sand, swinging on a swing, shaving cream, etc.

STRUCTURED ACTIVITIES

Read turn-taking books as a class. Adults can comment “it is _____’s **turn** to read now”.

When learning about new words and letters, students can take **turns** going up and sounding out the words together. Adults can comment “You are doing a great job waiting patiently while your friend reads the word. Next it will be your **turn**.”

VIDEOS, MUSIC, ANIMATED SHORTS

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

Animated Shorts:

Playmate courtesy of the CG Bros:
https://www.youtube.com/watch?v=2fR9HqilmKM&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=7&ab_channel=TheCGBros

Minions Short “The Competition” Courtesy of FRESH Movie Short
https://www.youtube.com/watch?v=todcApS3BIY&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=30&ab_channel=FRESHMovieTrailers

Music:

Teddy Bear, Teddy Bear Turn Around Courtesy the Kiboomers:

https://www.youtube.com/watch?v=76wc4xdgzGk&ab_channel=TheKiboomers-KidsMusicChannel

The Hokey Pokey Song Courtesy Learning Station:

https://www.youtube.com/watch?v=iZinb6rVozc&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

Turn it off! Courtesy HiDinos

https://www.youtube.com/watch?v=6xJU5jZgnJl&ab_channel=HiDinoKidsSongsWithFunStories

Young adults:

Total Eclipse of the Heart by Bonnie Tyler:

https://www.youtube.com/watch?v=lcOxhH8N3Bo&ab_channel=bonnietylerVEVO

Turn! Turn! Turn! By The Byrds:

https://www.youtube.com/watch?v=W4ga_M5Zdn4&ab_channel=embryonicsoul

Turn Down For What! By Lil' John and DJ Snake:

https://www.youtube.com/watch?v=np8TgeHnelk&ab_channel=CleanBeats

ART OR SCIENCE ACTIVITIES

Spin art can be created. Adults and students can comment on how the paper and the paint are **turning** and creating spin art. A salad spinner can be used or you can purchase a "spin art kit" Here's a YouTube video explaining spin art courtesy of the Artful Parent:

https://www.youtube.com/watch?v=pb8ZD8Wg8Nc&feature=emb_title&ab_channel=TheArtfulParent



USE OF APPS OR OTHER TECHNOLOGY

Your students' favorite app can be used and an adult or friend can take **turns** with your student playing on the app. *Starfall ABCs* can be used as an educational app that students can take **turns** playing on.

<https://apps.apple.com/us/app/starfall-abc/id395623983>

<https://play.google.com/store/apps/details?id=com.starfall.StarfallABCs>

WORD WALL: Create a WordWall and add '**turn**' 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 or 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 Beth Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORDS: Listen

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. **Listen** to this)

COMMENT: (e.g. I can't **listen** to that garbage)

TELL SECRETS: (**Listen** to this but don't tell anyone)

ASK QUESTIONS: (e.g. Do you have time to **listen** to something?)

ANSWER QUESTIONS: (e.g. I **listened**)

AGREE: (e.g. When I **listened**, I heard that, too).

EXPRESS A FEELING: (e.g. When I **listen** to this, I feel happy inside).

CLARIFY: (e.g. Please **listen** to what I say in a different way)

DIRECT ACTIONS: (e.g. You need to **listen** closely to this).

SHARE NEEDS: (e.g. I need for you to **listen** to my breathing).

REMIND: (e.g. Don't forget to **listen** to your teachers).

ROUTINES AND SCHEDULES

Arrival: After greeting the student, the Adults can remind the students to **listen** to their teachers and look at the schedule for the day.

Going to bed: Adults can give students a choice of what book they want to listen to, (do you want _____ or _____) and expectantly wait for a choice response.

Circle Time: As the students assemble in a circle or morning meeting, and the adult can discuss the guidelines of the meeting; (e.g. to have the students look, listen and sit in their seats). The use of visuals would also be helpful.

PLAY

Farm Activity: While the students are engaged in a farm activity, the adult can make lots of animal sounds as they play with each animal figure and the child can imitate or if not possible, be asked to '**listen**' to the sounds. Then the adult can hide one of the animals in the barn and make the sound, and then ask the student to listen and guess which animal it is. (Adults may provide a field of object choices, a low-tech communication board or high-tech device to assist the students in identifying the animal that made the sound.

Playing with Vehicles: Follow the child's lead and as they move towards the trains, cars and other vehicles. Join them in play and adults may introduce an additional vehicle by saying something to the effect, 'listen to this. Here I come', (and then produce the corresponding sound of the vehicle that's being introduced).

Students can close their eyes and adults can say, listen for the next vehicle. What's coming? I will make more sounds, so please listen.... Students can be praised for their effective listening skills.

READING

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

The Very Busy Spider Courtesy of Animated Children's, Book

<https://www.youtube.com/watch?v=TfL0g-XRxnA&t=33s>

Listen to My Trumpet! -Kids Book Read Aloud -An Elephant & Piggie Book By Mo Willems -Children's Books Courtesy of a book in Time

<https://www.youtube.com/watch?v=UUXWdpbmA94>

Listen, Listen - Story Book Read Aloud - With Music - Neverending Storytime - Phillis Gershator Courtesy of DICE Outside the Box

https://www.youtube.com/watch?v=pf7aplWSg_0

Listen to the Dance Music Courtesy of Nosy Crow

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

(Adults can ask the students to listen to the music and comment on it. Then describe what's happening in the picture.

Walking In The Jungle | Courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), adults can provide opportunities for students to share a memory, a favorite toy or a remnant from an activity they endeavored. While the students are talking, either verbally or with an AAC system, praise the other students for listening, as noted in the poster by Social Thinking, ([paid](#)) by using *their eyes, ears, quiet mouth, quiet hands and feet, with your body facing the group, your brain thinking what's being said and your heart, caring about what others are saying and how others are listening.* Created by:

info@socialthinking.com



SENSORY MOTOR

Paper Plate Shaker Musical Instrument Craft Courtesy of **AllKidsnetwork**

This craft has direct, fun benefits for students to learn the word listen, as they create their simple shaker instruments. The ingredients are simple and the sounds come from dried beans.

What you'll need: Large paper plate; Crayons, markers, stickers, etc., Stapler, Dried beans

How to make your Paper Plate Shaker Musical Instrument

- Have your child color and decorate the back of a paper plate.
- When they are finished, fold the paper plate in half and staple well around the edges. Leave a hole open at the top.
- Add a few scoops of dried beans to the plate through the hole. When you have enough, staple the hole shut. Make sure that you staple close enough together to prevent the beans from escaping.

Then comes the fun part. The students can decorate their instruments and **listen** to the sounds that they make.



STRUCTURED ACTIVITIES

Adults can gather the students to listen to different sounds during a group activity, (e.g. Animals, weather, instruments) and students can guess what the sound is. Some students may benefit from visual choices and some may be able to spontaneously name the items/people themselves but ensure access to the necessary resources for students to actively participate in this activity.

Older students may benefit from learning about Active Listening. Here is a helpful poster courtesy of Colleen Tighe at The Balance that may be useful in the classroom especially during group discussions and peer/young adult interactions



Image by Colleen Tighe © The Balance 2019

VIDEOS, MUSIC, ANIMATED SHORTS

I Am A Good Listener: Teaching children the importance of listening Courtesy of Affies4Kids <https://www.youtube.com/watch?v=bu10OxyTkkU>

Be a Whole Body Listener | Courtesy of Jack Hartmann Kids Music Channel <https://www.youtube.com/watch?v=pQ77Nr6TgZo>

Sesame Street: Elmo Knows How to Listen https://www.youtube.com/watch?v=B0-TWdekQ_M

Cookie's Crumbly Pictures: Listen To Directions Courtesy of Jesse Nathan <https://www.youtube.com/watch?v=l3b3d7bmlCc>

Sesame Street - When I Listen Courtesy of Rocket Steveo2 <https://www.youtube.com/watch?v=3prkujUXyqU>

Creepy Crawly Calypso | Courtesy of Barefoot Books Singalong <https://www.youtube.com/watch?v=kKClvjPCgUI>

Young Adults:

The Big Bang Theory Active Listening - English sub (Here's a great video to show the difference between Non and ACTIVE Listening.... The students can discuss the differences https://www.youtube.com/watch?v=3_dAKDsBQyk

[Roxette - Listen To Your Heart \(Official Music Video\)](#)

[Doobie Brothers - Listen To The Music](#)

[Michael McDonald & Toni Braxton - Stop, Look, Listen To Your Heart](#)

[Beyoncé - Listen \[Official First Video\]](#)

ART OR SCIENCE ACTIVITIES

Students can be asked to the differences between weather types such as: rain,

rain with thunder, and wind, (from YouTube videos) and then create an art project reflective of wind and rain with simple materials.

[Tropical WIND on a RAINY Day-Rain and Thunder Sounds for SLEEP & Relaxation](#)

Courtesy of Easy Sounds and Relaxation Channel

[The Wind in the Trees \(10 Hours of Natural White Noise\)](#) Courtesy of Ephemeral Rift

[Wind and rain Process Art Process Created by Play to Learn Preschool](#)



USE OF APPS OR OTHER TECHNOLOGY

SoundTouch app: Utilize the soundtouch app to find animals, vehicles, instruments and home items and listen to the sounds they make. this could be utilized with or without showing the students the screen.

WORD WALL: Add the word, **listen** on the Word Wall.

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

CORE WORD: **Don't**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

INSTRUCT (e.g. **don't** yell)

ARGUE (e.g. I **don't** agree)

EXPRESS A FEELING (e.g. **don't** like this game)

REMIND (e.g. **don't** run inside)

ROUTINES AND SCHEDULES

Circle: Students can say **don't** when they don't want to share anymore during circle time. Students can also say '**don't**' to regulate the behavior of others around them (e.g. 'don't touch').

Snack/mealtimes: Students can use "**don't**" to comment on their food (e.g. "don't want") or to express that they don't want to eat anymore.

PLAY

Toys and Games: Students can use **don't** to let whoever they are playing with to stop what they are doing (e.g. '**don't** take it').

Recess

If students see someone being unsafe during recess, they can use **'don't'** to help enforce the rules in order keep themselves and their friends safe (e.g. **don't** run, **don't** push).

READING

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

[Don't Touch This Book! By: Bill Cotter | Courtesy of Shon's Stories](#)

[I Repeat, Don't Cheat! By: Margery Cuyler Courtesy of Storytime Bunnies](#)

[Little Dinos Don't Bite By: Michael Dahl courtesy of It's Reading Time](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **don't** when someone is interrupting them, below is a video that can aid in modeling.

[Video Modeling: Don't Interrupt! Courtesy of Kelly Palasky](#)

Students can use **don't** to remind their friends of the safety rules (e.g. **don't** run), express opinions (e.g. **don't** agree), or share information (e.g. **don't** do that again).

Adults can teach and model for students the importance of respecting someone's 'don't'. When someone says '**don't**' they are expressing discomfort and setting a boundary which should be respected.

SENSORY MOTOR

Students can practice shaking their head no and indicating that they **don't** want to touch something. Adults can go through a list of sensory motor items with students and make a list of things that their students like and **don't** like to play with. Adults can model "I **don't** like touching the sand., etc."

STRUCTURED ACTIVITIES

Adults can hold a structured conversation about the importance of the core word '**don't**'. **Don't** is a word that holds a lot of power in the sense that it gives students a way to regulate the behaviors of those around them. Adults can teach students that when someone says '**don't**' it is incredibly important that you listen and respect their wishes. If a student says '**don't**' they may be expressing discomfort, and this should not be taken lightly.

If adults notice any instances of misunderstandings between students, they can use this opportunity to step in and model the use of the word '**don't**'.

VIDEOS, MUSIC, ANIMATED SHORTS

[Bob Marley - Don't worry be Happy](#)

[I Don't Wanna Song | Nursery Rhymes For Kids | Courtesy of Baby Songs For Children](#)

[Sesame Street: Bruno Mars: Don't Give Up](#)

[Don't Lie - Always Tell the Truth | Good Habit Songs for Children | Courtesy of Infobells](#)

ART OR SCIENCE ACTIVITIES

Students can create a '**don't**' stop sign. Adults can explain to students that when they don't like what is happening to them, or if something is making them uncomfortable they are able to stop this action by holding up their stop sign and saying '**don't**'.



Created by Alisa Lego

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or free website *Tar Heel Reader* (tarheelreader.org) adults can create a '**Don't**' story which includes all of the classroom rules that are in place to keep the students safe! For example, one page could say 'don't run', another could say 'don't push', etc. Include the symbol sequence that represents the student's communication system and read the story with the students.

WORD WALL: Create a WordWall and add '**don't**' 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](#).
Thank you!