

CORE WORD: Up

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. the bubbles are **up**)

DIRECT (e.g. go **up** there)

REQUEST (e.g. please pick me **up**)

TELL A STORY (e.g. Today, when I looked **up** in the sky, I saw a bird!)

GREET (e.g. What's **up**?)

ROUTINES AND SCHEDULES

Taking Role: Adults can designate a place on the wall marking who is 'here' or 'absent'. Adults can pull out name cards and ask for the students to identify their name and then go put it **up** on the wall.

Circle: Adults can incorporate a morning stretch into the circle time routine to 'help our bodies get ready to learn'. Students can reach their arms way **up** while stretching. Adults can model the word by emphasizing it within the routine (e.g.

“Let’s reach our arms way **up** high! See how high your arms can go **up**! My arms are going **up** towards the sky!”).

Calendar/Weather: While talking about the calendar, adults can put an emphasis on the weather by describing things **up** in the sky. (e.g. “Today is cloudy. When I look **up**, I can see lots of clouds in the sky”).

Centers: Students can take their name card and put their name **up** on the center or station that they would like to attend in the classroom.

PLAY

Toys and Games:

Adults can take bubbles and model language using the word **up**. They can narrate the actions within the activity that highlight the target word. Something to look out for – the goal is not to blow the bubbles straight out in front of you, but rather pointed upward. We want to give our kids a chance to watch the bubbles blow upwards and then float down. We also want them to have time to pop them! (e.g. “Alright! Are you ready? I am going to blow the bubbles up high!”, “Wow! I saw you jump up to go pop that one!”).

A [mini spinning flyer disc toy](https://www.amazon.com/HJ-Dragonfly-Plastic-Spinning-Children/) is a simple and common toy that can be found in most dollar aisles and is another great way to model the concept. The adult can fasten the disc on the spinner and tell the student “Get ready! Watch this toy go **up**!”. <https://www.amazon.com/HJ-Dragonfly-Plastic-Spinning-Children/>

Students can build a tower of blocks **up** as high as they can before it falls down! Adults can say “Let’s see how high up you can build!”.

Recess

Students can reinforce the concept of **up** and down as opposite concepts on the playground as they climb up, up, up the ladder and then down the slide

READING

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

Up and Down | Oliver Jeffers | [Courtesy of Storytime Circle](#)

A cute story about a boy who goes to great lengths to try and help his penguin friend fly <https://www.youtube.com/watch?v=yOEg3C5Cyl4>

Great Day for Up | Dr. Seuss | [Courtesy of vancemo](#)

Great exposure for the concept of **up** in a variety of contexts!
<https://www.youtube.com/watch?v=UIQ49kUazec>

Let's Say Hi to Friends that Fly | Mo Willems | [Courtesy of ReadingLibraryBooks](#)

Cat the cat is a character who cheers on all her flying friends!
https://www.youtube.com/watch?v=3_i1QKQG3XA

Waiting is Not Easy | Mo Willems | [Courtesy of Heather's Story Time Corner](#)

Piggie has a surprise for his friend Gerald, and it was well worth the wait. At the end of the story, they look **up** in the sky and see the beautiful stars.
https://www.youtube.com/watch?v=HTS_ohuhhPA

SOCIAL INTERACTIONS AND VIDEO MODELING

Introducing the word up in various social interactions will help solidify knowledge and generalize the skill. A student can initiate a conversation by saying “What’s **up?**”, “are you feeling **up** to a game of chess?” or communicate to an adult that they like to stay **up** late on the weekends. Up has a few different abstract meanings to it

[Video modeling up and down](#) | Hippo looks up and down | Courtesy of CallOTChrissy

Short clip of a hippo shifting eye gaze up and down that reinforces the concept though a natural context. https://www.youtube.com/watch?v=4NTMDMJOR_E

SENSORY MOTOR

Trampoline (equipment not required): During a sensory/movement break, students can safely jump on trampoline or on ground while adult models' language through narrating actions (e.g. "Whoa! You are jumping **up** so high!")

Climbing stairs: While walking up the stairs, adult can try narrating language that involves going **up** higher as you go (e.g. "We are going up! Ready to go higher? Let's go up!")

STRUCTURED ACTIVITIES

Incorporating the concept into other school-related work: Adults can tape two flashcards on a wall, one **up** high and the other down low. For example: if the student is working on sight words, the word 'cat' can be placed up high while the word 'rat' is placed down low directly under. Adults can say "Which one is 'cat'?" and the student can indicate by pointing upwards, jumping up and trying to touch the word, or saying "**up** there!".

Free Handout Created by Speechie Frenchie: A cute dog that is shown looking up and down, while the LAMP WFL icons serve as visual supports.
<https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972>

VIDEOS, MUSIC, ANIMATED SHORTS

[LIFT UP](#) | 3D Animated Short Film | Courtesy of Bloop Animation

A sweet and short wordless animated film that is about a cube living in a world with many spherical friends. This cube is faced with a struggle of climbing **up** a big hill while all of his sphere friends roll up the hill swiftly.

[Up and Down](#) | Gravity Song for Kids | Courtesy of Pancake Manor

An educational song for young kids about movement, gravity and the directional concepts of **up** and down.

[Up! \(Official Music Video\)](#) | Shania Twain

A catchy song for preteens and young adults that models the word up and is used in a variety of contexts (e.g. "Can only go up from here")

ART OR SCIENCE ACTIVITIES

Science: Adults can fill a helium balloon and tell the students to watch it go **up**! You can let it stay resting at the ceiling, and throughout the week the adult and student can remind each other that it is still there and you even predict how long you think it will stay up.

Art: Similar to the helium balloon, hot air balloons rise **up** too! Students can color on this hot air balloon coloring page and glue a picture of themselves in the basket. It can help spark imagination for what it would be like to go up in a hot air balloon! Adults can model language by saying what we might see if we went up in the sky to build schema (e.g. "If we went **up** in a hot air balloon, we might see birds and clouds!").

USE OF APPS OR OTHER TECHNOLOGY

[Baby Games – Balloon Pop](#) by Xiangyi Liu is a simple yet captivating game for young children. The goal of the game is to pop as many balloons floating **up** as you can before they float out of the screen.

[Toca Kitchen Monsters](#) by Toca Boca is a cute game to cook and play with food so you can feed the hungry monsters. Students can pick **up** different foods around the kitchen and add them to your pan.

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

Thank you!

CORE WORD: **Down**

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, Following the Child's Lead promotes a child/student directed approach to AAC intervention. When you Follow the Child's lead, 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

COMMAND: (e.g. Write that **down**.)

GIVE INFORMATION: (e.g. It's **down** the street on the right.)

SOCIAL BID: (e.g. Are you **down** to go to the game on Friday night?)

EXPRESS FEELINGS: (e.g. I've been feeling **down** lately)

REQUEST: (e.g. Please turn the TV **down**. It's too loud.)

ROUTINES AND SCHEDULES

Visual Schedule: On a classroom visual schedule, model **down** every time you finish an activity and take an activity icon down from the schedule. You can also count down from 10 for each activity transition.

Circle: As students join circle time, model down as you ask them to sit down in their chairs. During circle check in with your students about how they are feeling. See who is feeling happy and who is feeling **down**. On rainy days, students can comment how the rain is really coming down outside.

Free choice playtime: Have your students write their name **down** on a sign-up sheet for different play centers or a highly desired play center.

PLAY

Toys and Games:

Chutes and Ladders: This game is great for modeling **down** as students go down the chutes (it is also great for modeling UP when students go up the ladders).

Blocks: Build a tower up, up, up then knock it **down**.

Cars: Have cars go **down** a ramp. Don't have a toy ramp? Take a piece of cardboard and make a ramp from any surface, e.g. chair, desk, bench.

Recess: At recess, students go **down** the slide. Consider putting an icon of "down" at the bottom of the slide where students can touch the icon each time they go down. For our younger students, try playing a game of ring around the rosy, and emphasize when you all fall **down**. For older students, model using slang in friendly competition (e.g. "You're going **down**!")

READING

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

Way Down Deep in the Deep Blue Sea | Jan Peck | [Courtesy of SnuggleBug StoryTime](#)

A boy dives way **down** deep in the deep blue sea, and he sees a new sea creature on each page. The phrase "way down deep" is used on every page. <https://youtu.be/ir4PF70GYQU>

Jabari Jumps | Gaia Cornwall | [Courtesy of Clinton Public Library, Indiana](#)
Jabari has finished his swimming lessons, and he passed his swim test. Today's challenge: jumping off of the diving board **down** into the water. He has watched other children as they sprang up, up, up and then they dove down, down, down. Read along as Jabari debates if he should climb back down the ladder instead of jumping down into the water. <https://youtu.be/d1O-CE6czyE>

Down on the Farm | Merrily Kutner, Illustrated by Will Hillenbrand | Courtesy of [At Home with Berly](#)

Perfect for students who love animals and animal noises! This book features an animal on each page. Each animal sound is followed by the refrain "**Down** on the farm, Down on the farm." <https://youtu.be/5WccJtwjvkE>

Home in the Rain | Bob Graham | [Courtesy of Mrs. Judd in the Library](#)

This sweet story, as the rain comes bucketing down, a mom and daughter drive along together. Francie writes her name, mommy, and daddy on the fogged-up windows and wonders what her unborn sister's name will be. Throughout the story you can comment on how the rain is coming, how the water is running down Young Marcus's neck, when Francie writes down the names, when Francie lies down on her mother's lap, and when Francie's mother puts her down after a hug.

<https://youtu.be/mqondUwydRI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Social interactions are a great way to use the word down in a variety of different contexts. Students can challenge each other to a game/competition (e.g. you're going **down**) or they can initiate a social bid (e.g. Are you **down** for a game of tag?). They can check in on a friend that is looking a little down in the dumps or coming down with something.

Video modeling with Mister Clay | Up and Down | [Courtesy of Mister Clay](#)
[YouTube video](#)

<https://youtu.be/MelZDwsEoOQ>

Video modeling Down | [Courtesy of Michelle Alvarado](#)

<https://youtu.be/5tCrcvLFG8A>

Video modeling Down | [MISD AI Program](#)

<https://youtu.be/cObcA5H2Kdk>

Video modeling Up and Down | [Wings Works](#)

<https://youtu.be/DU-WizXB7VM>

SENSORY MOTOR

During a sensory break, crash **down** on a crash pad or lie down on a fuzzy rug.

If your student benefits from “heavy work” for sensory regulation here is one of my favorite tasks (it requires some prep, but there are many, many ways to use it afterwards): wrap individual reams of paper in different color duct tape, e.g. two reams individually wrapped in blue, two reams individually wrapped in red, two in green. Have your student pick up the different reams, walk them across the room, and put them **down**. I like to make pattern cards showing which colors to stack in which order. Looking for a more environmentally friendly option? Try filling cereal boxes with rice or sand. Be sure to fill all the way and to use an extra layer of duct tape to prevent leaks!

Take a sensory/brain break with this [Koo Koo Kangaroo song Rollercoaster](https://youtu.be/4jxqSHOad18) Courtesy of Steve Steve. Get ready to go **down** the hill. This has been a favorite for my students during distance learning! What's more fun than pretending you are on a rollercoaster when you're really sitting in front of a computer?
<https://youtu.be/4jxqSHOad18>

Need a calming activity? Try [Bring It Down Courtesy of GoNoodle](https://youtu.be/bRkLioT_NA). In this calming flow you are guided through a kid-friendly meditation where you slowly pull a balloon down.
https://youtu.be/bRkLioT_NA

STRUCTURED ACTIVITIES

Boom cards are a fun way to practice concepts and model new words. [Use this fun, free deck to practice down](https://wow.boomlearning.com/deck/pete-the-cat--basic-concept--core-words--go-down-MgxPzN3qP3ArXECTx) Courtesy of Read with me SLP. On each card you will slide Pete the Cat down a ladder or slide. There are cards for SymbolStix and Unity LAMP WFL.
<https://wow.boomlearning.com/deck/pete-the-cat--basic-concept--core-words--go-down-MgxPzN3qP3ArXECTx>

[Check out this free digital activity courtesy of the Speechie Frenchie](https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972). This product can be used digitally in Google Slides or PowerPoint, and it can also be printed out! All of Speechie Frenchie's materials feature her adorable dog, which is an added bonus.
<https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972>

VIDEOS, MUSIC, ANIMATED SHORTS

Young children:
The Itsy Bitsy Spider | [YouTube Sing-Along Courtesy of Super Simple Play](https://youtu.be/1MXzCD8IAcE)
This sing-along has great visuals and hand motions. Get ready for when the rain comes **down**.
<https://youtu.be/1MXzCD8IAcE>

Down by the Bay | [YouTube Sing-Along Courtesy of Raffi](https://youtu.be/-CSxGHve60E)
While there are many versions of **Down** By the Bay, I have yet to find one that tops Raffi.
<https://youtu.be/-CSxGHve60E>

Wheels on the Bus | [Animated Sing-Along Courtesy of Cocomelon](#) | [Live Action Sing-Along](#)

This song is packed with core words. This week focus on when the people go up and **down**. As you introduce more core words (e.g. open, shut, up, move, on, back, etc.), add them into the song.

Animated version: https://youtu.be/e_04ZrNroTo

Live Action: <https://youtu.be/S9XZX3m06cE>

[For the Birds | Pixar Animated Short Courtesy of Clips Hay](#)

When the big bird sits on the wire it goes **down** and down and down... What will happen when the smaller birds peck at his feet?

<https://youtu.be/nYTrIcn4rjg>

Young adult:

[Down | Jay Sean ft. Lil Wayne](#)

This jam features not only Lil Wayne, but also plenty of opportunities to model **down** (15 times in the chorus alone).

<https://youtu.be/oUbpGmR1-QM>

[Down | Marian Hill](#)

Modern synth-pop, alternative track that asks, "are you **down** di-di- down-di-di-down di-di-down down down, down di-di-down di-di-down di-di-down down down."

<https://youtu.be/DpMfP6qUSBo>

[Flowers | Moby Courtesy of All in One](#)

Any CrossFit and/or workout fans out there might recognize this song from the squat challenge. Listen to this song and "bring Sally up, bring Sally **down**." You can be Sally getting up and down, or Sally can be a doll, your hands, a book, etc. But make sure you bring it up and bring it down, and don't forget to groove when you hear the lyrics "Old Miss Lucy's."

<https://youtu.be/gPDULwKOKY>

ART OR SCIENCE ACTIVITIES

Science experiment: In [this experiment](#), courtesy of Meredith Juckner, see if you can make an egg go **down** into the bottle.

<https://www.wikihow.com/Get-an-Egg-Into-a-Bottle>

[Another eggs-periment!](#) Courtesy of Science Buddies– If you put an egg in a cup of water it will sink **down** to the bottom. What happens if you add salt to the water? Will the egg still sink down to the bottom?

<https://www.scientificamerican.com/article/salty-science-floating-eggs-in-water/#:~:text=Adding%20salt%20to%20the%20water,the%20egg%20will%20then%20float!>

At the beginning of the week, get a balloon filled with helium. Let it float to the ceiling and make predictions on when the balloon will come **down**. Try different kinds of balloons (i.e. latex and mylar). Which balloon will come down first?

Art project: [Melting Crayon Art](#) created by Miss Make on instructables.com. For this project hot glue crayons to the top of a canvas. Once the crayons are glued down, use a blow dryer to melt the crayons. Watch as the wax drips **down** the canvas.

<https://www.instructables.com/Melted-Crayon-Art/>

Remember for any art project you can model down in a variety of ways: glue down, press down, fold down, etc.

USE OF APPS OR OTHER TECHNOLOGY

Use these fun timer apps to count down the end of an activity/session or time until a preferred activity.

Timer for Kids – visual countdown for preschool children! by Idea4e

<https://appsto.re/us/2KCK1.i>

Fun Time Timer byCodigoDelSur, <https://appsto.re/us/gju4M.i>

Game App: *Jelly Fish Deep Blue Sea Diver In Ocean Saga Quest*

In this free game you are a jellyfish swimming down, down, down trying to avoid obstacles.

<https://apps.apple.com/us/app/jelly-fish-deep-blue-sea-diver-in-ocean-saga-quest/id1157420373>

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 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: **Feel**

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. that **feels** smooth, that **feels** rough)

COMMENT: (e.g. He might **feel** silly)

ANSWER QUESTIONS: (e.g. I **feel** happy today)

REQUEST: (e.g. Can I **feel** it?)

ROUTINES AND SCHEDULES

Circle time: Adults can go around and ask the students how they all **feel** today. Students can take turns describe how they **feel** (e.g. I **feel** happy, I **feel** silly, I **feel** sad, etc.)

PLAY

When playing with different objects, students and adults can describe how they **feel**. Blocks **feel** smooth, Legos **feel** bumpy, stickers **feel** sticky, etc.

During pretend play situations, adults and students can describe how they would **feel** in the situation. For example, if the student is a chef, they can **feel** rushed, warm, busy, etc. depending upon how busy the restaurant is.

READING

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

The Way I feel by Janan Cain, courtesy of A Story for Boo:

https://www.youtube.com/watch?v=MSdSWfCpJ8&ab_channel=AStoryForBoo

Today I feel Silly by Jamie Lee Curtis, courtesy of Yolanda Bivins:

https://www.youtube.com/watch?v=JofkgL7CY5A&ab_channel=YolandaBivins

Grumpy Monkey by Suzanne Lang, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=wylzbbSL668&ab_channel=ToadstoolsandFairyDust

The Color Monster by Anna Llenas, courtesy of Storytime with Elena:

https://www.youtube.com/watch?v=PWujGPb6mgo&ab_channel=StorytimewithElena

The Feelings Book By Todd Parr, courtesy of TFC: The feelings channel:

https://www.youtube.com/watch?v=sBFbQ70AJjs&ab_channel=TFC%3ATheFeelingsChannel

In My Heart, A book about feelings by Jo Witek, courtesy of Alisa Lego:

https://www.youtube.com/watch?feature=youtu.be&v=u3Mp8XvvJ0g&app=desktop&ab_channel=AlisaLego

Glad Monster, Sad Monster by Ed Emberley, courtesy of Jennifer Potter:

https://www.youtube.com/watch?v=2ZmWZYIsj30&ab_channel=JenniferPotter

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Sesame Street Name that Emotion with Murray!

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

Students and adults can make sure they ask their communication partner how they **feel** when they first say hello. "Hi. How are you **feeling** today?"

SENSORY MOTOR

Students and adults can play with kinetic sand or shaving cream and talk about how it **feels** on their skin. You can also search through a rice box and feel

different items hidden in the rice. Students and adults can take turns describing what they are **feeling** and guessing what the item is.

STRUCTURED ACTIVITIES

Students can make a book about **feelings**. They can fill out a new page each day and at the end of a period of time, Students and adults can read their book and look at the pictures they drew about how they **feel** that day.

Students can also create smart charts to talk about how they **feel** when something happens:

I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

Inside Out, Guess that Feeling Courtesy of Laia Garcia:

https://www.youtube.com/watch?v=dOkYKyVFns&ab_channel=LaiaGarcia

Watch Your Feelings Courtesy of Ahmed Elshraby:

https://www.youtube.com/watch?v=8AGgblQyqR8&ab_channel=ahmedelshra
[by](#)

Music:

The Feelings Song by Miss Molly: https://www.youtube.com/watch?v=-J7HcVLsCrY&ab_channel=MissMolly

Sesame Street: Dave Matthews and Groover talking about feelings:

https://www.youtube.com/watch?v=Po5lHYJJQfw&ab_channel=SesameStreet

Can't Stop the Feeling by Justin Timberlake from Trolls:

https://www.youtube.com/watch?v=oWgTqLCLE8k&ab_channel=PeacockKids

Can you feel the love tonight by Elton John from Lion King:

https://www.youtube.com/watch?v=25QyCxVkXwQ&ab_channel=DisneyMusicVEVO

Feel so Close by Calvin Harris:

https://www.youtube.com/watch?v=dGghkjpNCQ8&ab_channel=CalvinHarrisVEVO

Man! I feel like a woman by Shania Twain:

https://www.youtube.com/watch?v=ZJL4UGSbeFg&ab_channel=ShaniaTwainVEVO

ART OR SCIENCE ACTIVITIES

After reading Glad Monster, Sad Monster by Ed Emberely, courtesy of Jennifer Potter:

https://www.youtube.com/watch?v=2ZmWZYIsj30&ab_channel=JenniferPotter

Students can create their own monsters based upon their feelings. Ness from Four Cheeky Monkeys has a great art activity for these Monsters. Follow her example at <http://fourcheekymonkeys.com/play-love-learn/sad-monster-glad-monster-feelings-activities-craft-ideas-children/>



USE OF APPS OR OTHER TECHNOLOGY

iTouch Feelings for kids: <https://apps.apple.com/us/app/itouchilearn-feelings-for-preschool-kids-free/id495848904>

Breathe, Think, Do with Sesame Street:

<https://apps.apple.com/gb/app/breathe-think-do-with-sesame/id721853597>

<https://play.google.com/store/apps/details?id=air.com.sesameworkshop.ResilienceThinkBreathDo&hl>

WORD WALL: Create a WordWall and add **'feel'** 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 WORD: **There**

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

DIRECT (e.g. Please stand over **there**.)

GREETING (e.g. Hi **there**)

TAKE A TURN (e.g. I'll let you take it from **there**.)

GOSSIP (e.g. they say he's not all **there**.)

DESCRIBE (e.g. she is always **there** for her friends.)

QUESTION (e.g. Are we **there** yet?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can tell adults where they would like to sit during snack/mealtimes. Adults can respond using **there**. (e.g. Okay you can sit over there. / oh, you would like to sit there?)

Circle: Adults can prepare photos of places students frequently visit. When provided with two-three different pictures adults can ask if students went to these places. Students can respond with "yes I went **there**" or "no, I did not go there". This can be done

PLAY

Toys and Games: Students can take turns sharing toys and when a student asks for a turn with a toy, the student using the toy can respond by saying “**There** you go”

READING

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

THERE IS A BIRD ON YOUR HEAD BY MO WILLEMS | Courtesy of SNUGGLEBUG STORYTIME

<https://www.youtube.com/watch?v=F5Oca4vkQfQ>

GREEN EGGS AND HAM BY DR. SEUSS | Courtesy of STORYTIME WITH MISS JEANNIE

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

THERE WAS AN OLD LADY WHO SWALLOWED A FLY BY LUCILLE COLANDRO | Courtesy of KING OF THE CLASSROOM

<https://www.youtube.com/watch?v=DCQzowH7cB8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play Headbanz with their peers. Students take turns asking questions to try and correctly guess the card on their head. Students when students are ready to make their final guess, they can ask what is on their heading using there (e.g. Is **there** an apple on my head?).

SENSORY MOTOR

As an accompanying activity to ***There** Was an Old Lady Who Swallowed a Fly*, Students can take turns feeding the old lady the different things she swallowed as the story is being read. Pieces can be made of felt, paper, etc. and the Old Lady's body can be a paper bag taped to the board/wall.



Created by Mrs. D's Corner <https://www.mrdscomer.com/books-teachers-love-old-lady-swallowed/>

Created by Coco's Felt Design
<https://www.pinterest.com/pin/850335973377781527/>

STRUCTURED ACTIVITIES

As an accompanying activity to **There Was an Old Lady Who Swallowed a Fly**, students can practice sequencing by writing the things the old lady swallowed using sentence frames. This can be done using a pencil or alternative pencil.

1. There was an old lady who swallowed a _____.
2. There was an old lady who swallowed a _____.
3. There was an old lady who swallowed a _____.
4. There was an old lady who swallowed a _____.
5. There was an old lady who swallowed a _____.
6. There was an old lady who swallowed a _____.
7. There was an old lady who swallowed a _____.

VIDEOS, MUSIC, ANIMATED SHORTS

THERE SHE GOES: THE LA'S Courtesy of CHDEXTER5

<https://www.youtube.com/watch?v=eu2iv-vMKT8>

HERE THERE AND EVERYWHERE: THE BEATLES Courtesy of Ivan Bralic

<https://www.youtube.com/watch?v=CHLQs6u9wXw>

I'LL BE THERE: JACKSON 5 Courtesy of MM

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

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *There is a Bird on Your Head*, Adults can prepare cut outs of their student's picture and have students draw a bird or any other preferred animal on top of their heads. Students can also write on the paper "**There** is a bird on ____'s head".



Courtesy of Abbie Duarte

USE OF APPS OR OTHER TECHNOLOGY

*Knock Knock Guess Who is **There*** by Irit Yablon

<https://appsto.re/us/IQRNI.i>

WORD WALL: Create a WordWall and add **'there'** 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 Abigail Duarte @ aduarte3@mail.sfsu.edu.

Abigail Duarte is a second-year student 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, Abigail has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!