

CORE WORD: **A**

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

INSTRUCT: (e.g. you need **a** glue stick)

ASK QUESTIONS: (e.g. need **a** hug?)

REQUEST: (e.g. **a** large scoop of ice cream)

ANSWER QUESTIONS: (e.g. **a** penguin)

PRETEND: (e.g. I'm **a** fairy)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use 'a' to tell others what food they have for snack time (e.g. a sandwich, a cookie, a juice box).

Circle: Students can use 'a' to answer questions at circle time as well as share information with the class about what they did over the weekend (e.g. 'it's **a** bear' or 'I went on **a** hike'). Students can bring a special item from home or choose something from the classroom and use 'a' to tell their friends what it is (e.g. 'a bunny').

PLAY

Toys and Games: Students can use 'a' to instruct, pretend, and share information during play.

During imaginative play, students can pretend to be anything they would like to be (e.g. doctor, princess, race car driver, etc.). Using any available costumes or dress up clothes, students can share this information with the class (e.g. "I'm a firefighter).

Recess

During recess, students can all agree on a sport to play and create a sports team. An adult can lead the students in figuring out what everyone's 'role' or position is (e.g. "we need a goalie, a center midfielder, a team captain, a coach", etc.). Students can choose which position they want and share with the class, "I'm a goalie!"

READING

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

[If You Give a Mouse a Cookie by Laura Joffe Numeroff Courtesy of The Teacher's Library](#)

[I Pretend by Heidi Goennel Courtesy of Alisa Lego](#)

[I WANT TO BE A PIRATE KIDS STORY Courtesy of HK Stories](#)

[When I Grow Up By Al Yankovic | Courtesy of Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use 'a' to teach someone about their favorite toy or game. For example, if a student loves chess, this student can teach an adult or a friend about all of the pieces (e.g. "this a queen, this a king, this a bishop").

Students can also use 'a' while they are answering questions, sharing information, or showing their friends some cool tricks during conversation (e.g. this is a cartwheel).

SENSORY MOTOR

If there are some future actresses and actors in the crowd, students can play charades! All of the participants can use 'a' to guess and the actor/actress can use 'a' to share what they were pretending to be (e.g. adult: "are you a gymnast?" student: "a dancer").

[GUESS WHAT I AM?? KIDS CHARADES Challenge Courtesy of Norris Nuts Do Stuff](#)

[DIY How to Play Animal Charades for Kids Courtesy of Curious World](#)

STRUCTURED ACTIVITIES

In order to create some contextual meaning to the word 'a', adults can facilitate a structured conversation about 'a' and when we use it. 'A' is an article, a is another way to say 'one.' There is a link to the dictionary.com definition as well and a helpful video for adults is on the web page too.

<https://www.dictionary.com/browse/a>

The following videos do a great job outlining grammar rules when using articles!

[How to use Articles - 'a, an and the' correctly \(Grammar for kids\) -English](#)

Courtesy of Bodhaguru

[Articles A, An and The | English Grammar For Kids with Elvis | Grade 1 | #5](#)

Courtesy of Roving Genius

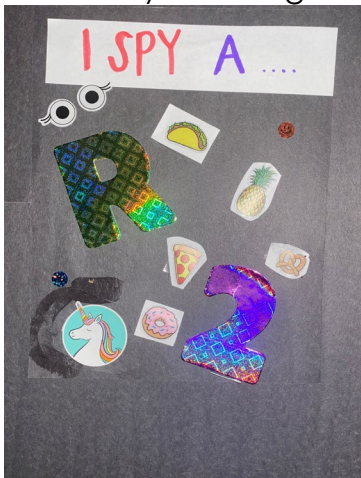
VIDEOS, MUSIC, ANIMATED SHORTS

Adults can facilitate the use of 'a' during I Spy activities (if students already have I spy books, these will work perfect too). When students see the target object they can use 'a' before the referent to practice using 'a' while expanding their utterance length (e.g., 'a pizza' or 'I see a pizza').

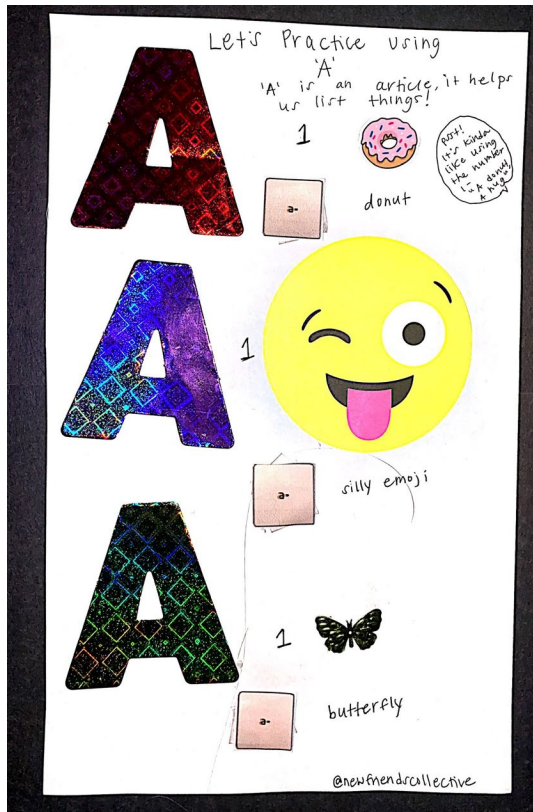
[I SPY games for kids 2 Courtesy of Aarons Practical Reviews](#)

ART OR SCIENCE ACTIVITIES

'I spy a...': Students can make their own I spy craft using clip art, stickers and other available materials. Students can use this creation to play 'I spy a...' with their friends and other communication partners (e.g. I spy a taco). Image Created by Alisa Lego



If students enjoy numbers or lists, students can create an 'a' page and use a in correlation with '1' while pretending to pack for a trip or a day at school. There is an example of this below created by Alisa Lego:



USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or free website *Tar Heel Reader* (tarheelreader.org) or any other story generating app, google slides, PowerPoint, etc. create a “When I Grow Up” story for the students. Adults can support the students in choosing a job that sounds fun, adults can create a story for the students using ‘a’ on each page.

If a student wants to be an artist when they grow up, some example pages in the story could cover what an artist does (e.g., Alisa wants to be a painter, this is a paintbrush, this is a studio, etc.).

WORD WALL: Create a WordWall and add ‘a’ 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!

CORE WORD: **SCARED**

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

EXPRESS A FEELING (e.g. I'm so **scared**)

TELL A STORY (e.g. We went through a haunted house. We were **scared!**)

JOKE (e.g. Don't be such a **scaredy** cat!)

COMPLIMENT (e.g. You're so brave. You never get **scared!**)

COMMENT (e.g. I get **scared** when I watch scary movies)

ROUTINES AND SCHEDULES

Circle: Adults can lead a discussion with students about what it means to be **Scared**. Discussion topics can include what being scared looks like, feels like, and sounds like.

PLAY

Toys and Games: Students can practice describing different emotions by playing the Which emotion? guessing game. Similar to Headbanz, students can guess which emotion (e.g. happy, sad, **scared**, mad) they are by asking questions related to emotions. A free download of the emotion cards can be found at created by Christie Burnett: <https://childhood101.com/which-emotion-am-i-exploring-emotions-guessing-game/>

READING

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

THE I'M NOT SCARED BOOK BY: TODD PARR Courtesy of MRS. SHELTON'S READ ALOUDS

<https://www.youtube.com/watch?v=AXld4PYemYw>

I AM (NOT) SCARED: BY ANNA KANG | Courtesy of STORYTIME BUNNIES

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

FEELING SCARED: BY BARNHAM | Courtesy of KERRY LINDGREN

<https://www.youtube.com/watch?v=zez9ah1AIFw>

BEAR FEELS SCARED: BY KARMA WILSON | Courtesy of SARA SHUMACHER

<https://www.youtube.com/watch?v=aR5UJ1BabPI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take a survey of their peers and ask them what makes them feel **scared**.

SENSORY MOTOR

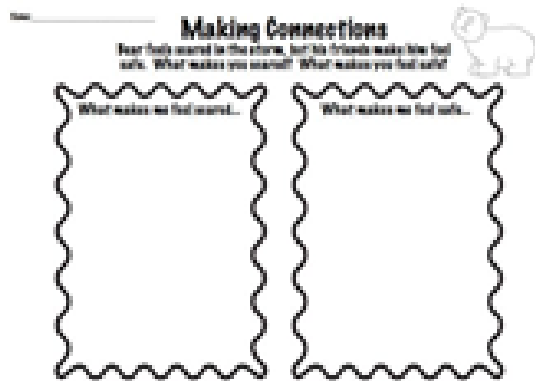
Students can use Halloween themed playdough mats to create different emotions. (e.g. happy, sad, **scared**)_ Created by Printables Fairy



<https://www.printablesfairy.com/halloween-playdough-mats/>

STRUCTURED ACTIVITIES

As an accompanying activity to *Bear Feels Scared*, Students can write using a pencil or an alternative pencil about what makes them feel **scared** and what makes them feel safe. Worksheet created by Crazy Speech World



<http://crazyspeechworld.blogspot.com/2012/12/bear-feels-scared-language-activities.html>

VIDEOS, MUSIC, ANIMATED SHORTS

IM NOT SO SCARED: Courtesy of PLAYKIDS

<https://www.youtube.com/watch?v=gq8XeeKbQKM>

SESAME STREET: JAMES GANDOLFINI TALKS ABOUT FEELING SCARED

<https://www.youtube.com/watch?v=Y-v6T4gUmkw>

ART OR SCIENCE ACTIVITIES

Students can add to their emotion monster collection by creating a **scared** faced monster.

USE OF APPS OR OTHER TECHNOLOGY

Learning Emotions with the Rainbow Feelings Bear by Alana Noakes,
<https://appsto.re/us/S4zm5.i>

WORD WALL: Create a WordWall and add **'scared'** 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!

CORE WORD: **Mad**

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

DESCRIBE: (e.g. looking at a picture/person, "He's **mad!**")

EXPRESS A FEELING: (e.g. "I'm **mad.**")

ASK QUESTIONS: (e.g. "Are you **mad?**")

PROTEST: (e.g. "I'm **mad**, I don't want to.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "You're **mad**," when a student is impatient if their food is taking too long to be prepared or dispersed.

Circle: Students can report how they feel everyday using a choice board of feelings and carrier sentence(s) (ex. "Today, I feel **mad.**"). Adults should support students in describing why they are mad however they are able to (ex. Pointing to a toy that broke or saying "because we are all done with playtime").

PLAY

Toys and Games: Adults can bring awareness to the feelings of peers in order to promote better play skills. Adults can help students to see that their actions caused another peer to be **mad**. It's helpful to use consistent language each time (ex. Look at her face. How does she feel?). Using a visual support can aid

students in identifying the emotion if they have difficulty with reading facial expressions in real life.

Recess: Adults can use recess or outdoors time to work on social awareness, turn taking, and play skills. Adults can model and help students articulate feeling angry when a peer takes their toy, pushes them, or upsets them in another way (ex. You're **mad** because Joey isn't sharing the ball.). Adults can also model their own feelings (ex. I'm mad because no one is lining up for lunch time.).

READING

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

[Attack of the 50 ft Fluffy by Mike Boldt | Courtesy of Story Time in Aveya's Glitter World](#)

<https://youtu.be/Rk4zmixj3u8>

[Story Time: Cloud's Best Worst Day Ever | Courtesy Kinder Studios](#) (a part of the Kimochis curriculum)

<https://youtu.be/t1dtDvXMP8Q>

[Finn Throws A Fit by David Elliot | Courtesy of Eli Elliot YouTube Channel](#)

<https://youtu.be/NyeZRJZAIYM>

[HOW DO DINOSAURS SAY I'M MAD Book Online | Dinosaur Books for Kids | Courtesy of Children's Books Read Aloud](#)

<https://youtu.be/WkUazp3gJCA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model emotions throughout the day using visual supports that travel well like the emotion's bracelet below. Adults can laminate and wear this bracelet or carry a keyring of emotion icons to help comprehension and expression of **mad** in the moment. It may be helpful to imitate the features of someone who is mad when communicating with the student (ex. "Wow! I see he is mad." while stomping feet, frowning, and lowering voice).

[Being Angry and Safe Social Story Video | Courtesy of belikebuddy](#) - less than 3-minute video including antecedent, body language and facial feature recognition, and methods to calm down using visual supports. Adults can watch the video with the student to teach the concepts, then refer back to the video when the student is **mad** like Buddy.

SENSORY MOTOR

While learning about the concept of **mad**, students can also learn calming techniques. Adults can present a range of physical objects or actions to help students regulate before they can think of a solution. It's helpful to match the presentation of supports with the visual aid or student's personal AAC system so that the student can choose from the visuals at a later time for functionality.

Examples for breathing: smelling the flowers/blowing out the candles, putting hands on chest and making it get bigger and smaller, or blowing bubbles. Examples for letting out energy: squeezing a ball or playdough, pushing the wall (can you make it move?!), or asking for a hug from an adult.

STRUCTURED ACTIVITIES

Flash cards: Adults can use photo cards of real children or adults to teach emotions and **mad**. Adults should model on their own faces and using coordinating body language while asking students how each person feels. Using a simple reward system works for structured activities to label or identify.

Self-sabotage: Adults can sabotage their own play (blocks falling down, Legos not connecting, paint on hands) and model that they are **mad** by expressing verbally, presenting a solution to fix it, resolving, and then repeating after a minute the same scenario. Students will enjoy the activity and attend more if the sabotage is funny and exaggerated. Getting paint/food on the nose usually works and helps to draw attention to the face.

Role Play: Create different facial expressions on paper plates, then attach each to a large popsicle stick. Students can pretend to demonstrate the emotion of the face given to them, while holding it in front of their own face. Depending on the student's level, adults can challenge them by presenting a scenario or event (ex. The toys are everywhere. The room is messy. Mommy just came home and is mad and Penny feels bad.).

VIDEOS, MUSIC, ANIMATED SHORTS

Daniel Tiger's Neighborhood FULL EPISODE | Daniel Gets Mad / Katerina Gets Mad | Courtesy of PBS KIDS - 26-minute episode

<https://youtu.be/923WfmDgQMc>

Muse - Madness - for older students

<https://youtu.be/Ek0SgwWmF9w>

Animated Short Film " DO NOT BE ANGRY " Courtesy of Ahmed Elshraby - less than 3-minute short video about a boy who is angry while building a floor.

<https://youtu.be/8vzSckg8jk8>

ART OR SCIENCE ACTIVITIES

Students can learn the facial features of someone who is **mad** and their body language by drawing/copying a mad face, mad body, mad animal, or scene where someone is mad. An alternative option for students who are not drawing yet is gluing on an angry mouth, eyes, hands, etc.

In the virtual world, adults can use PowerPoint to drag and drop facial features onto a face with their students.

USE OF APPS OR OTHER TECHNOLOGY

Breathe by Sesame Street is an app that demonstrates an interactive **mad** monster going through various coping strategies to solve problems. Students are able to tap on the monster's belly to help him breathe, pop bubbles while thinking, and choose their own solution.

My Tom is an app featuring an interactive cat that imitates speech and shows an angry face when tapped in a way he doesn't like. Adults can use this app to talk about the cat's feelings and what makes him **mad** vs happy.

WORD WALL: Create a WordWall and add '**mad**' 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 Molly Hartzell @ molly.hartzell.mh@gmail.com.
Thank you!

CORE WORD: **Who**

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

ASK QUESTIONS: (e.g. **who** is wearing a red shirt?)

GOSSIP: (e.g. Want to know **who** eats their boogers?)

ARGUE: (e.g. **Who** do you think you are?!)

DESCRIBE: (e.g. The person **who** is wearing a red shirt is my brother)

TELL SECRETS: (e.g. I will tell you **who** I have a crush on, but you can't tell anyone)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can talk about **who** has different food items. You can ask about specific food items or describe features. For example, You can ask, "Who has something green?" Students can raise their hands if they have something green. Pick one of those students to ask the next "who has" question.

Circle: This is the perfect time to discuss **who** is in school and who is absent. You can also use this time to talk about who has a birthday today/this week/this month, who has which classroom job, etc.

PLAY

Toys and Games: With any game, you can ask, “**who** is next?” If you’re deciding which game to play, take a vote by asking who wants to play game A and who wants to play game B.

Guess Who?: This is a great game to target a variety of core words and language skills. Playing the game traditionally can be challenging for some of our students. Use the game in another way: Put out a field of character cards based on your student’s abilities. Take turns finding characters based on traits/features (e.g. “Find someone **who** has a hat.”)

Recess: Tag has a lot of opportunities to ask **who** is “it.” Support students in initiating cooperative play by helping him/her choose who they want to play with. Do you have a ball helper, bell helper, or line leader? Talk about who has each job.

READING

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

Eggs 1, 2, 3, Who will the babies be? | By Janet Halfmann | [Courtesy of Matt Linden](#)

There are ten spreads that reveal different hatching creatures. From one penguin egg to ten ostrich eggs, the refrain is the same: **Who** will the babies be?

<https://youtu.be/UilGZ7Xllzo>

Who Has These Feet | By Laura Hulbert | Courtesy of [NomNomReadRead](#)

Find out **who** has each set of feet and why the feet of tree frogs, and those of eight other animals, are perfectly adapted to their habitats.

<https://youtu.be/bPKexcZqHC8>

Spot’s Birthday Party | By Eric Hill | [Courtesy of Purposeful Parker](#)

It’s Spot’s birthday party, and he is playing hide and seek with friends. See **who** is hiding behind each flap.

<https://youtu.be/KeVhXVVk0D0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns telling [knock-knock jokes](#) courtesy of Parade.com. TouchChat with WordPower has prestored knock knock jokes. In 42 Basic or 60 Basic, press Groups, Jokes, Then the blue arrow for the second page.

Knock, knock. Who's there. Tank. Tank who. You're welcome for all of these amazing knock-knock jokes.

<https://parade.com/944054/parade/knock-knock-jokes/>

[Video modeling of "Who"](#) | courtesy of Wings Works

This video shows many examples of how to use the word **who** throughout a day.

<https://youtu.be/WPRlaxEHqNw>

SENSORY MOTOR

Dot to Dot pictures are a great way to increase visual tracking skills. [This website](#), Woo Jr. Kids Activities, has free dot to dot pictures of some of the most loved children's characters. Dot to dot a picture of [Olaf](#), [Mickey](#), and others. Talk about **who** is in each picture, or who has a certain character, etc.

<https://www.woojr.com/disney-dot-to-dots-printables/>

Hide high-interest character figures in a sensory bin filled with sand, beans, water beans, rice, etc. See **who** you can find. Looking for a way to reduce touch surfaces and germs? [Try this sensory bin alternative](#). Put pictures of characters, classmates, or family members in the "grass" of the drying rack. See who you can find, and easily wash/sanitize the rack when you're finished.

Gather different flavors, e.g. lemon slices, sugar cube, potato chip, and lick the different flavors. Who can guess what the food item is? Who can name the flavor? Who likes the taste?

STRUCTURED ACTIVITIES

Do your students love Star Wars? If so, check out [this free resource courtesy of The Bookish SLP](#) on Teachers Pay Teachers. This interactive book has 15 pages of **who** practice featuring Star Wars characters.

<https://www.teacherspayteachers.com/Product/Interactive-Core-Word-Book-Who-5171228?st=2c8d9ba979e007de1a2c87727618c2e6>

Do you use a green screen for teletherapy? [Download this green screen background courtesy of The Language Ladies SLP](#) on Teachers Pay Teachers and see **who** is at the door.

<https://www.teacherspayteachers.com/Product/Green-Screen-Backgrounds-for-Speech-Therapy-WHOS-at-the-Door-5762595?st=c42103d0775e868811152f7b98a62707>

Play **Who** Wants to Be A Millionaire. Select questions that are related to high interest topics for your student and focus on “who” questions. Give your student a chance to be the host! Design student-host questions based on your student’s skill level and remember to focus on core words (e.g. show a picture of a character and the student can ask you “who is it?”).

VIDEOS, MUSIC, ANIMATED SHORTS

[Who's on First](#) | Abbot and Costello Courtesy of NYY Gehrig

This classic comedy bit is packed full of opportunities to model who('s).

<https://youtu.be/kTcRRaXV-fg>

[Who Stole the Cookies from the Cookie Jar? Ft. Elmo, Abby, and Cookie Monster Courtesy of Sesame Street](#)

Who Stole the Cookies is a perennial favorite, and who doesn't love Elmo and friends?

<https://www.youtube.com/watch?v=phn6z2kOxx4>

[Who Said](#) | Hannah Montana Courtesy of DisneyMusic

Before Miley was Miley, she was Hannah Montana. Sing along with this great tween jam.

https://youtu.be/X-V_WHJ_UPE

[Who Let the Dogs Out](#) | Baha Men Courtesy of Karan Thakur

Who remembers this song? Who? Who? Who?

<https://www.youtube.com/watch?v=Qkuu0Lwb5EM>

[Who's That Girl](#) | Madonna Courtesy of DJ Zsori Gold Hits

If you loved the throwback Who Let the Dogs Out, you'll love this Madonna song.

<https://www.youtube.com/watch?v=Zi8U2S-2-Cc>

ART OR SCIENCE ACTIVITIES

[Science of fingerprints](#) Courtesy of Jacquie Fisher on Kc Edventures: For this you will need some clay. Have everyone press a thumb into a piece of clay. Take a magnifying glass and look at **who** has different patterns of fingerprints. See if you can guess who made each fingerprint. [Don't have clay? Try dipping a finger in baby powder then pressing it onto a piece of packing tape!]

<https://www.kcedventures.com/blog/fingerprint-science-for-kids>

Inherited Traits – [Fill out this worksheet](#) Courtesy of FamilyLocket.com to see who has which traits such as cheek dimples, freckles, and attached earlobes.

<https://familyloket.com/wp-content/uploads/2017/04/Family-Traits.pdf>

Picasso Picture: **Who** can guess the artist? For this art project you will need a large (8x10 or bigger) picture of each person's face. It does not have to be on photo paper. Regular printer paper will work. Take the picture and cut it either into squares (you could also cut it into strips). Mix up the pieces, then glue them onto a new sheet of paper. Hang them on the wall and see who can guess the person in each portrait. While making the project you can see who needs help, who needs glue, who is finished, who needs more time, etc.

USE OF APPS OR OTHER TECHNOLOGY

Animal Game Show – Whose Toes are Those? – Matching Fun for Kids and Family – Ultimate Edition by Eggroll Games LLC, <https://appsto.re/us/TwEpE.i>

Knock Knock Guess Who is There by Irit Yablon, <https://appsto.re/us/lQRNI.i>

A Who Am I – Animal Game by Nth Fusion LLC, <https://appsto.re/us/nbvzy.i>

WORD WALL: Create a WordWall and add **'who'** 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>