

Lesson Ideas for Core Words

Activity #1:

Materials: wifi/internet to play song, WANT card, whiteboard or paper and pen

Play Video <https://www.youtube.com/watch?v=YAtLMyf5Rdo> I Want / Core Vocabulary Song

Instructions for Aided Language Input: Have the WANT core vocab word available to show and tap each time the singer says “Want” in the song. Be sure the student sees that you tap the WANT card to reinforce the visual paired with the audio.

Comprehension Instructions: Ask the student the following questions and provide a sentence Strip (on white board or piece of paper) that says “I want _____”

Go play the video a second time. Pause after each sentence in the video and Ask: “What does he want?” Pause to give the student a chance to respond. Then cue and point to the sentence strip saying “I want....(ball).” Allow the student to vocalize or tap the answer if the answer is available in a visual pec card.

Follow up activity in the home: Each time that you infer that your child wants something, show them the item they desire, and model by tapping WANT picture before giving the item, saying “You want?”, and when the child taps WANT in imitation give them the item.

*** tips: keeping items out of reach so that the student needs you to access the item gives more opportunity in the home for practice

Activity #2:

Materials: wifi/internet to play song, GO card, whiteboard or paper and pen

Play Video <https://www.youtube.com/watch?v=vmaUAzatAFc> Let's GO! / Core Vocabulary Song

Instructions for Aided Language Input: Have the GO core vocab word available to show and tap each time the singer says “GO” in the song. Be sure the student sees that you tap the GO card to reinforce the visual paired with the audio.

Comprehension Instructions: Ask the student the following questions and provide a sentence Strip (on white board or piece of paper) that says “He went to the _____”

Go play the video a second time. Pause after each sentence in the video and Ask: “Where did he GO?” Pause to give the student a chance to respond. Then cue and point to the sentence strip saying “He went to the(park).” Allow the student to vocalize or tap the answer if the answer is available in a visual pec card.

Follow up activity in the home: Each time that you infer that your child wants to go somewhere, show them the core word GO, and model by tapping the GO picture before walking, saying “Go?” (as if questioning if they want to go), and when the child taps GO in imitation, begin to go to the desired location.

*** tips: keeping a few pictures of the child’s favorite places to go (i.e. bathroom, park, outside, bedroom) and then you can expand the utterance by tapping or saying GO + location

Activity #3:

Materials: wifi/internet to play song, MY TURN card, whiteboard or paper and pen

Play Video <https://www.youtube.com/watch?v=JTUx4BgGd7g> It's My Turn / Core Vocabulary Song

Instructions for Aided Language Input: Have the MY TURN core vocab word available to show and tap each time the singer says “my turn” in the song. Be sure the student sees that you tap the MY TURN card to reinforce the visual paired with the audio.

Comprehension Instructions: Ask the student the following question and provide a sentence Strip (on white board or piece of paper) that says “It is _____”

Go play the video a second time. Pause after each sentence in the video and Ask: “Whose turn is it?” Pause to give the student a chance to respond. Then cue and point to the sentence strip saying “It is(my turn).” This will be the same question for each new sentence and unlike the other two videos, the answer will always be MY TURN. Allow the student to vocalize or tap the MY TURN to answer.

Follow up activity in the home: Engage your child in a back and forth game (i.e. pushing a car, rolling a ball, tickles, sharing a bowl of ice cream), take your turn first by modeling and tapping the MY TURN picture, proceed to take your turn and then before giving the child a turn, ask the question saying “Whose turn is it?”, and when the child taps MY TURN in imitation give them the turn. You may need to assist them with saying or tapping the word.

*** tips: pairing the picture or word with a hand gesture of placing your hand on your chest for “my turn” gives a gestural cue that the student can also imitate

Activity #4:

Materials: wifi/internet to play song, EAT card, whiteboard or paper and pen

Play Video https://www.youtube.com/watch?v=yYf_UXoMvCQ EAT / Core Vocabulary Song

Instructions for Aided Language Input: Have the EAT core vocab word available to show and tap each time the singer says “Eat” in the song. Be sure the student sees that you tap the EAT card to reinforce the visual paired with the audio.

Comprehension Instructions: Ask the student the following question and provide a sentence Strip (on white board or piece of paper) that says “I _____”

Go play the video a second time. Pause after each sentence in the video and Ask: “What can you do?” Pause to give the student a chance to respond. Then cue and point to the sentence strip saying “I can (eat).” This will be the same question for each new sentence like the last video, the answer will always be EAT. Allow the student to vocalize or tap the EAT to answer. You can also expand their utterances by having them say or tap “I eat pizza”.

Follow up activity in the home: Each time that you sit for a meal, show them the EAT core word to discuss what you are eating, (i.e. We can eat pizza, we can eat fries, we can eat cake) and model by tapping the EAT picture while speaking, then when the child eats you can do the same to talk about what they are eating (You EAT pizza too. Yum). Ask the child, what are you doing? (when they are eating) with the EAT icon available for them to answer with total communication.

*** tips: Establish a routine at first that one meal a day you will have the eat card available to talk about the food that is available for the meal. Magnet an EAT card on the refrigerator for the student to see and tap when they want to tell you that they want to EAT something that is inside.