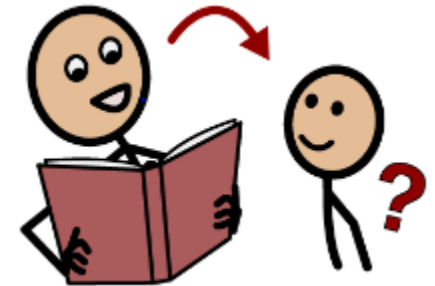![Saltillo logo](www.saltillo.com)
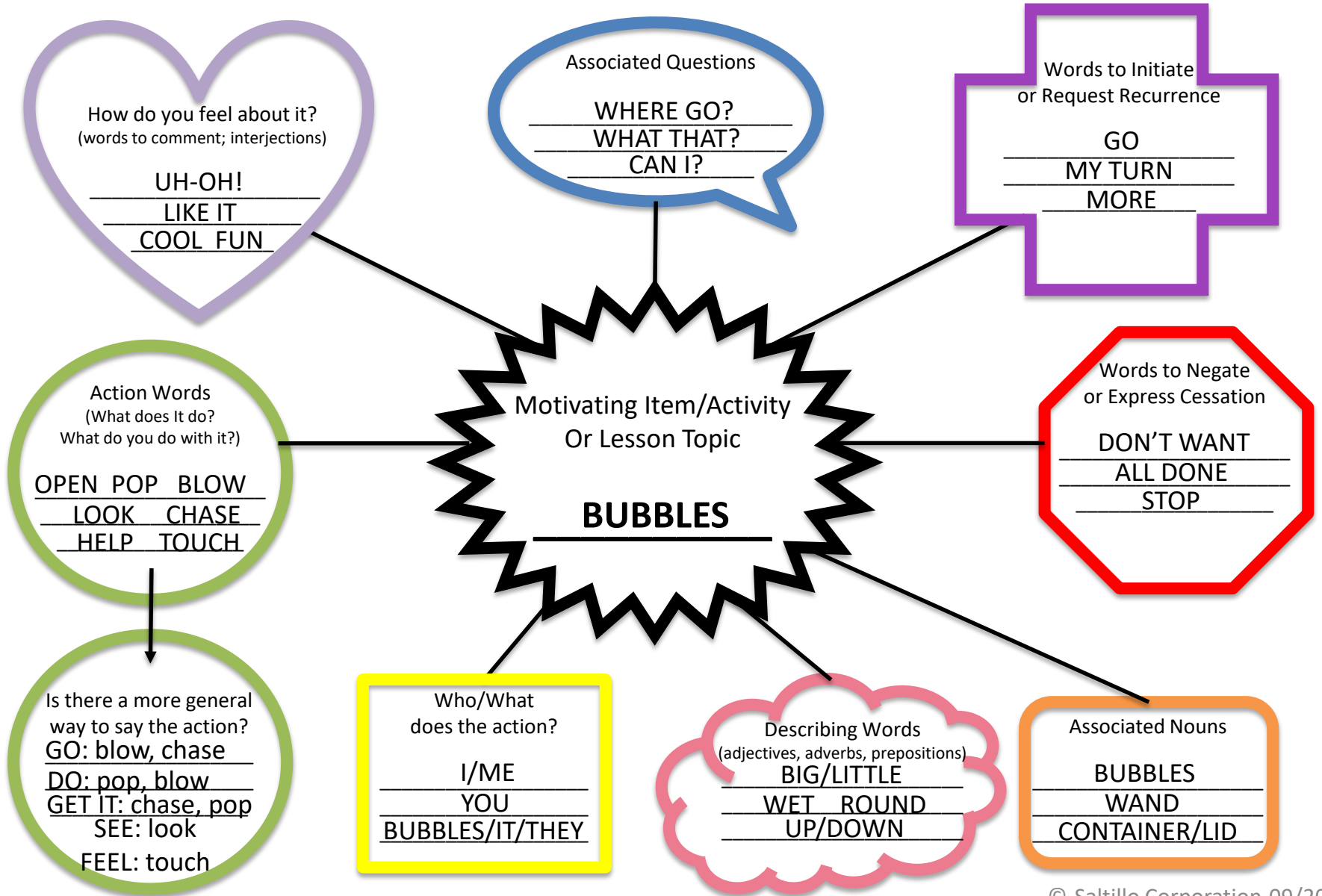
Choosing Activity First

Choosing Core:

selecting activity first

- We have created this tool to help you think through activities and target use of core vocabulary.
- Some activities are filled out. These are just ideas, feel free to adapt to the child's and your style/level.
- You will also find a document for moving beyond one word. This will include communication scripts to help you think through the communicative functions to participate in the activities.
- Steps to complete:
  - Pick a motivating activity/topic
  - Fill in words in the different sections
  - Think through the script: what does the communication partner need to say to elicit the targeted vocabulary? Consider the different language functions.
  - Have Fun!

Choosing CORE Vocabulary: "Activity-First" Approach

How do you feel about it?
(words to comment; interjections)

UH-OH!
LIKE IT
COOL FUN

Associated Questions

WHERE GO?
WHAT THAT?
CAN I?

Words to Initiate or Request Recurrence

GO
MY TURN
MORE

Action Words
(What does It do?
What do you do with it?)

OPEN POP BLOW
LOOK CHASE
HELP TOUCH

Motivating Item/Activity Or Lesson Topic

BUBBLES

Words to Negate or Express Cessation

DON'T WANT
ALL DONE
STOP

Is there a more general way to say the action?
GO: blow, chase
DO: pop, blow
GET IT: chase, pop
SEE: look
FEEL: touch

Who/What does the action?

I/ME
YOU
BUBBLES/IT/THEY

Describing Words
(adjectives, adverbs, prepositions)

BIG/LITTLE
WET ROUND
UP/DOWN

Associated Nouns

BUBBLES
WAND
CONTAINER/LID

MOVING BEYOND ONE WORD

ACTIVITY ____bubbles____

Saltillo

(1) **Copy the Words from "Choosing CORE Vocabulary" Worksheet**

Like, it, cool, fun, pop, blow, look, chase, touch, go, do, get, see, feel, where, go, what, that, can, I, me, you, my, turn, more, want, all done, stop, uh-oh!, open, help, up, down, round, big, wet, little,

(3) **Write what the communication partner needs to say/do in order to get the child to say the phrase on the right.**

COMMUNICATION SCRIPT

*I have something in my bag.

*Bubbles! What should we do?

*(blowing bubbles) Where should the bubbles go?   Big or little?

*What do you think?

*I like little bubbles. How do they feel?

*Should we do more or stop?

(2) **Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.**

PHRASES/SENTENCES

What in/side?   open   I look

Open   help   play   blow   see

Up   down   big bubble   little

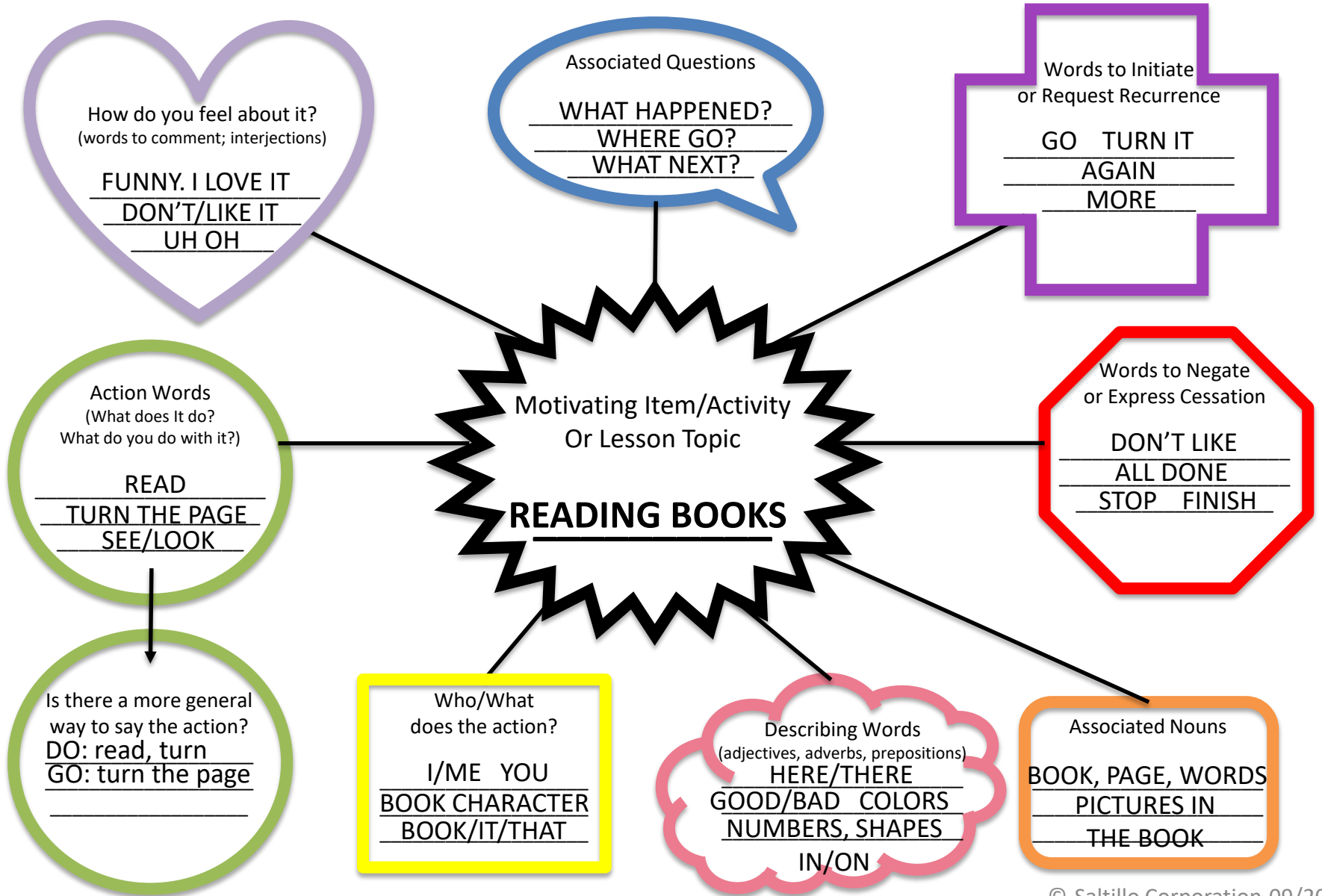I like it!   Cool!   This is fun.   See up

Feel wet   touch more   get wet

I want touch   do more   my turn

(4) **Review the phrases and make sure you have included several different functions of communication:**
Request (Object, Action, Help, Recurrence), Comment, Ask Question, Accept/Reject, Label, Exclaim, Express Feelings, Call/Greet

Choosing CORE Vocabulary: "Activity-First" Approach

How do you feel about it?
(words to comment; interjections)

FUNNY. I LOVE IT
DON'T/LIKE IT
UH OH

Associated Questions

WHAT HAPPENED?
WHERE GO?
WHAT NEXT?

Words to Initiate or Request Recurrence

GO   TURN IT
AGAIN
MORE

Action Words
(What does It do?
What do you do with it?)

READ
TURN THE PAGE
SEE/LOOK

Motivating Item/Activity Or Lesson Topic

READING BOOKS

Words to Negate or Express Cessation

DON'T LIKE
ALL DONE
STOP   FINISH

Is there a more general way to say the action?
DO: read, turn
GO: turn the page

Who/What does the action?

I/ME   YOU
BOOK CHARACTER
BOOK/IT/THAT

Describing Words
(adjectives, adverbs, prepositions)
HERE/THERE
GOOD/BAD   COLORS
NUMBERS, SHAPES
IN/ON

Associated Nouns

BOOK, PAGE, WORDS
PICTURES IN
THE BOOK

MOVING BEYOND ONE WORD   ACTIVITY_____

1 **Copy the Words from "Choosing CORE Vocabulary" Worksheet**

_____

_____

_____

3 **Write what the communication partner needs to say/do in order to get the child to say the phrase on the right.**

2 **Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.**

COMMUNICATION SCRIPT

_____

_____

_____

_____

_____

_____

_____

PHRASES/SENTENCES

_____

_____

_____

_____

_____

_____

_____

4 **Review the phrases and make sure you have included several different functions of communication**:
Request (Object, Action, Help, Recurrence), Comment, Ask Question, Accept/Reject, Label, Exclaim, Express Feelings, Call/Greet

Choosing CORE Vocabulary: "Activity-First" Approach

How do you feel about it?
(words to comment; interjections)

_____
_____
_____

Associated Questions

_____
_____
__WHAT THAT?__

Words to Initiate or Request Recurrence

_____
_____
__MORE__

Action Words
(What does It do?
What do you do with it?)

_____
_____
_____

Motivating Item/Activity Or Lesson Topic

_____

Words to Negate or Express Cessation

_____
_____
__STOP__

Is there a more general way to say the action?

_____
_____

Who/What does the action?

_____
_____
_____

Describing Words
(adjectives, adverbs, prepositions)

_____
_____

Associated Nouns

_____
_____
_____

MOVING BEYOND ONE WORD   ACTIVITY_____

1 **Copy the Words from "Choosing CORE Vocabulary" Worksheet**

_____

_____

_____

3 **Write what the communication partner needs to say/do in order to get the child to say the phrase on the right.**

2 **Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.**

COMMUNICATION SCRIPT

_____

_____

_____

_____

_____

_____

_____

PHRASES/SENTENCES

_____

_____

_____

_____

_____

_____

_____

4 **Review the phrases and make sure you have included several different functions of communication:**
Request (Object, Action, Help, Recurrence), Comment, Ask Question, Accept/Reject, Label, Exclaim, Express Feelings, Call/Greet