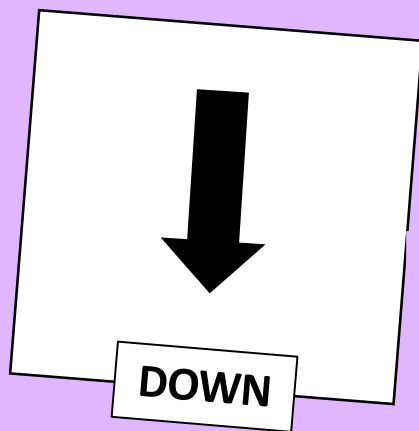
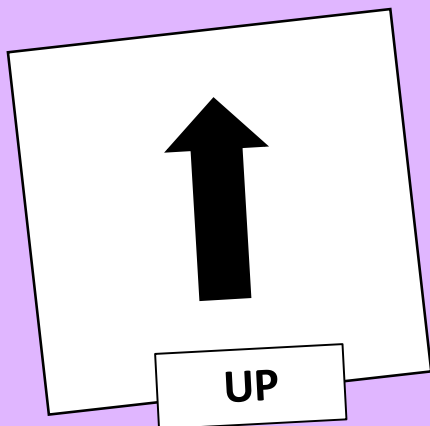
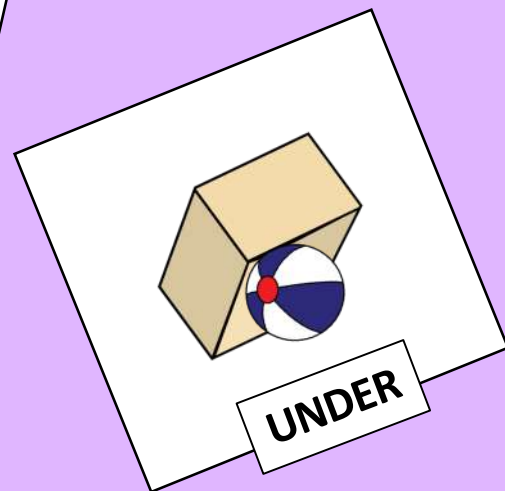
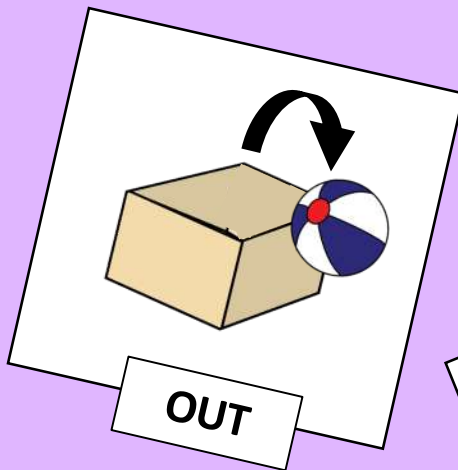
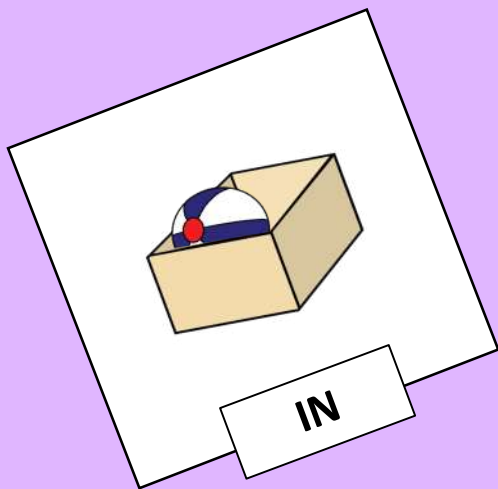


APRIL

CORE WORD OF THE

week



# Palabras esenciales

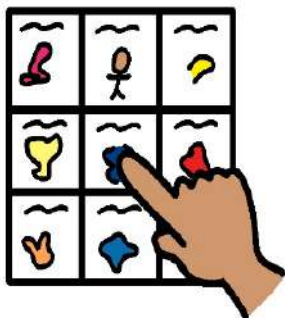


## ¿Que son palabras esenciales?

Palabras esenciales son un grupo de palabras (200-400 palabras) que constituyen la mayoría (casi al 80%) de lo que decimos y escribimos a diario.

Palabras esenciales incluye pronombres, verbos, adjetivos y preposiciones. (Renvall et al., 2013; Witkowski & Baker, 2012). Palabras esenciales permite personas que usan comunicación aumentativa y alternativa (CAA) crear sus propias oraciones y expresar una amplia variedad de ideas y conceptos.

Logopedas eligen usar palabras esenciales porque permiten acceso rápido y son palabras mas generales comparado a palabras periféricas. Palabras periféricas son palabras específicas a una tema, ambiente, o a un individual y incluyen palabras sustantivas. Palabras periféricas son un grupo de palabras que no constituyen la mayoría (casi 20%) de lo que decimos diario.



Querer



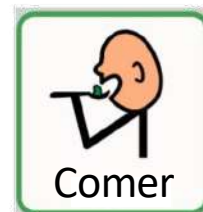
Ayuda



Tomar



Sentir



Comer

# Vamos a Practicar

Estimados Padres:

Cada semana durante la terapia de habla y lenguaje nos vamos a enfocar en 1-2 palabras esenciales.

Por favor asegúrese de practicar la palabra esencial de la semana con su hijo/a durante conversaciones e interacciones naturales y durante su rutina de todos los días.

Practicando diario va asegurar que su hijo/a aprenda la palabra y lo use para comunicar.

Por favor utilice este calendario con actividades que le mando a la casa. Las actividades en el calendario va ayudar a facilitar el uso de la palabra durante todo el mes. La palabra esencial de la semana esta indicada en esta carta.

palabra esencial de la  
semana  
**Arriba**  
**Abajo**  
**Adentro**  
**Afuera**

! Por favor, póngase en contacto conmigo con cualquier pregunta!

**Jessica Diaz M.S., CF-SLP**







**Correo Electronico: [jkdiaz1@cps.edu](mailto:jkdiaz1@cps.edu)**

Terapeuta de Habla y Lenguaje

# palabra esencial del mes

## abril

Nuestras palabras del mes de ABRIL son: ARRIBA, ABAJO, ADENTRO, AFUERA

	Domingo	Lunes	Martes	Miercoles	Jueves	Viernes	Sabado
<b>Semana 1</b>	 <p>¿Qué hay EN tu mochila?</p> <p>Leer</p>	<p>¿Qué hay debajo de tu cama?</p>	<p>Llena un vaso con arena o frijoles. Mete y saca el material. Decimos con ellos: "Arenas DENTRO, arenas FUERA."</p>	<p>Después de jugar con tus juguetes, hay que guardar los juguetes DENTRO de una caja o canasta.</p>	<p>Juega con una tela o cobija. Sube la tela en el aire y dile a tu hijo/a que se meta de debajo de la tela. Di, "Metate ADENTRO y para AFUERA"</p>	 <p>Describe las imágenes en un libro. Encuentra los artículos que se encuentran DEBAJO de otro artículo.</p>	<p>Finge que eres un avión. ¿Puedes volar ARRIBA y ABAJO?</p>
<b>Semana 2</b>	<p>¿Qué hay EN tu mochila?</p>	<p>Coloca tus zapatos debajo de la mesa. ¿Dónde están tus zapatos ahora?</p>	<p>Es hora de salir para AFUERA. Modela la palabra AFUERA cada vez que salgan.</p>	<p>Aprovechar la hora del almuerzo para conversar sobre como entra la comida DENTRO de la boca.</p>	<p>Modele la palabra ABAJO mientras baja las escaleras con su hijo/a.</p>	 <p>Leer</p>	<p>Puede modelar la palabra ADENTRO mientras lava la ropa. Puede decir frases como "Pon los calcetines ADENTRO de la canasta."</p>
<b>Semana 3</b>	<p>Es hora de limpiar tu habitación. Coloca todos tus juguetes ADENTRO de una canasta.</p>	<p>¿Puedes hacer que tu juguete vaya DEBAJO de la mesa?</p>	<p>Busca una caja de cartón. Adórnala y métele cosas que tenga un valor especial para ti. Modela la palabra ADENTRO.</p>	 <p>Leer</p>	<p>¡Hagamos ejercicio! Indique a su hijo/a que salte para ARRIBA y ABAJO mientras modela ambas palabras.</p>	<p>Describe las imágenes en un libro. Encuentra los artículos que se encuentran DEBAJO de otro artículo.</p>	<p>Clasifica tu ropa. ¿Qué artículos van ADENTRO de la lavadora?</p>
<b>Semana 4</b>	<p>¿Cuántos alimentos puedes nombrar que están ADENTRO del refrigerador?</p>	 <p>Leer</p>	<p>Saquemos la basura. Modela la palabra AFUERA cuando saques la basura para AFUERA.</p>	<p>Proporcione actividades con las palabras ARRIBA y ABAJO. Por ejemplo, ordena cosas en casa, según las posiciones, y modela las palabras mientras pasa por las casas.</p>	<p>Proporcione actividades con las palabras ARRIBA y ABAJO. Por ejemplo, ordena cosas en casa, según las posiciones, y modela las palabras mientras pasa por las casas.</p>	<p>Usa la palabra ADENTRO cuando entren a la casa. Usa la frase, "¡Vamos para ADENTRO!"</p>	 <p>Leer</p>

# CORE word: IN

“IN” can be used to describe the location of an object

Example:

Commenting- “The toy is IN the box”

Requesting- “Put your book IN your bookbag”

Asking Questions- “Is it IN the bag or out?”

Describing- “The ball is IN the bag”

## Suggested Activities:

During snack time, model the word IN by having your student request some juice IN his/her cup. Example: “ I want juice IN my cup.”

Provide your students with instructions during clean up time by telling them to place items IN their containers.

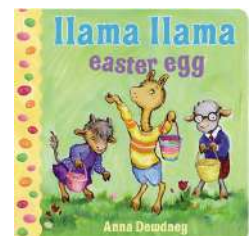
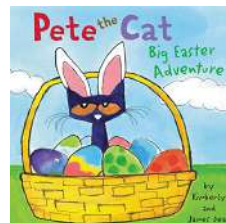
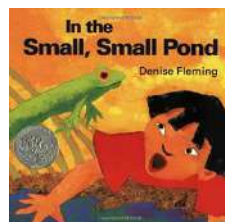
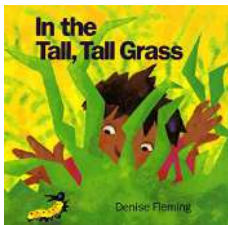
During transitions around school or in the community, talk about getting “IN” the car, going “IN” the classroom, walking “IN” to library, sitting “IN” the chair and going “IN” the therapy room.

## Suggested Play-based Activities:

Play a game of find the egg! Hide eggs around your classroom and tell your students to place them IN their baskets.

Play a guessing game with your students. Have your students guess what’s IN a bag while modeling the core word IN. Fill the bag with different items they can pull out.

## Suggested BOOK Activities:



# CORE word: OUT

“OUT” can be used to describe the location of an object.

Example:

Commenting- “The ball fell OUT of the bag”

Requesting- “Take the dog OUT”

Asking Questions- “Should I cut OUT the shape?”

## Suggested Activities:

During instruction, model the word OUT by instructing the students to take OUT their materials from their desk or bookbag.

Model the word OUT during transitions by saying, “Time to go OUT to \_\_\_\_\_ (recess).”

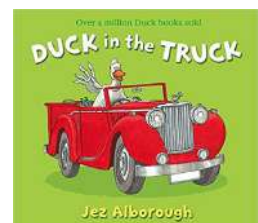
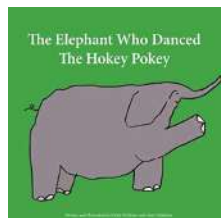
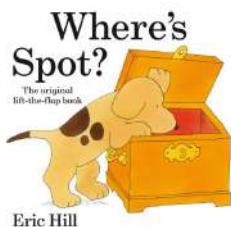
During art & crafts, you can model the word OUT when cutting paper such as in the example, “cut OUT the shape.”

## Suggested Play-based Activities:

Play the Hokey Pokey and put emphasis on the word OUT when singing. For example: “Put your right hand in, take your right hand OUT.

During circle time, play a game of “who is out of the box?” Draw a square on the whiteboard. Use magnets to hold up your student's pictures on the whiteboard. Place some pictures in the box and others OUT of the box. Ask your students, “Who is OUT of the box?”

## Suggested BOOK Activities:



# CORE word: UP

You can use the preposition UP for much more than just directionality. Check out the examples below:

Example:

Commenting- "Time to wake UP"

Requesting- "Clean it UP"

Asking Questions- "Should we go UP or down the stairs?"

## Suggested Activities:

Instruct your student to turn on the light in the classroom but instead of using the word ON, use the word UP. Example: Turn UP the lights.

During gross motor breaks, instruct your students to jump by modeling the core word UP as in "jump UP and down."

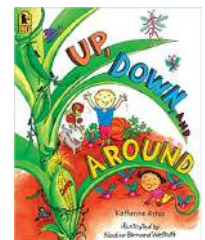
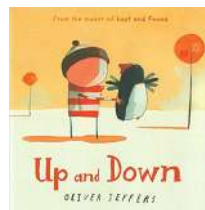
Model the core word UP during transitions in the hallway or near the stairway. "Let's go UP the stairs."

## Suggested Play-based Activities:

You can sabotage your student's favorite song or music video by adjusting the volume. Have your student tell you to turn the volume "UP" or "down."

There are a variety of songs that utilize the word UP frequently such as in the songs "Wheels on the Bus" or the "Itsy Bitsy Spider."

## Suggested BOOK Activities:



# CORE word: DOWN

You can use the preposition DOWN for much more than just directionality. Check out the examples below:

Example:

Commenting- "I feel DOWN."

Requesting- "Turn DOWN the music."

Asking Questions- "Should we go DOWN or up the stairs?"

## Suggested Activities:

Instruct your student to turn DOWN the lights in the classroom by modeling the word DOWN.

During gross motor breaks, instruct your students to jump by modeling the core word DOWN as in "jump up and DOWN."

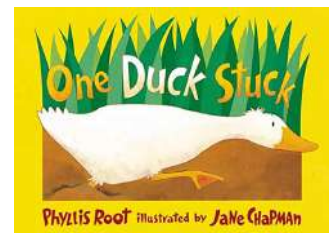
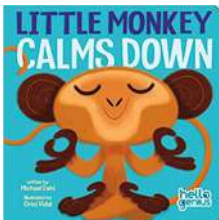
Model the core word DOWN during transitions in the hallway or near the stairway. "Let's go DOWN the stairs."

## Suggested Play-based Activities:

You can sabotage your student's favorite song or music video by adjusting the volume. Have your student tell you to turn the volume "up" or "DOWN."

Use a toy ramp for cars to model the word DOWN by saying "the card goes DOWN."

## Suggested Book Activities:





# CORE word: UNDER

“UNDER” can be used to describe the location of an object.

Example:

Commenting- “Your shoe is UNDER the bed.”

Requesting- “Put your hands UNDER the table.”

Asking Questions- “Do you want to go UNDER the bridge?”

## Suggested Activities:

During instruction, model the word UNDER by instructing the students to place their materials UNDER their desk.

During calendar time, instruct your student to place numbers on the calendar or utilize any other visuals. Give your student instructions while utilizing the word UNDER such as, “Place the number 15 UNDER the 10.”

During story time, ask your students to describe the pictures in the book. Pick items that allow you to model the word UNDER. Say phrases like, “Where are the flower? Are they UNDER the tree?”

## Suggested Play-based Activities:

Create an obstacle course. Instruct your student to go over and UNDER the items in the course by putting emphasis on the word UNDER.

Use a toy ramp for cars or an obstacle with items to model the word UNDER. Say phrases like, “Make it go UNDER.”

## Suggested BOOK Activities:

