

AAC Core Word Experiment

Ghost Guts



Core word targets:
ALL, SOME, PUT, ON



Experiment Supplies



corn starch



water



measuring cup



bowl

Partner Tip: Print the communication board at the end of the recipe. Touch the symbols for each item as you read the instructions. Give students the opportunity to comment using their communication devices or the communication board.

Liquids move, pour, and change shape. They don't stay in one place. They take the shape of whatever you put them in.



Can you think of some more liquids?

Solids stay in one shape. They do not pour or drip. They stay the same no matter where you put them.



Can you think of some more solids?

Some things can act like both a liquid and a solid. This is called a non-Newtonian fluid. That means it can act like two things — a liquid AND a solid.



Let's make Ghost Guts to learn about non-Newtonian fluids.



Step 1: Put 1 cup of corn starch in the bowl.



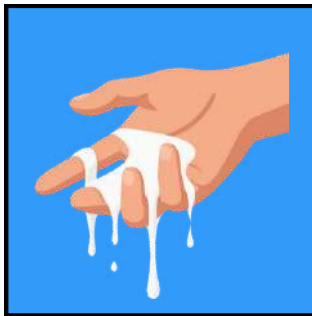
Did you put it all in?

Step 2: Put $\frac{3}{4}$ cup of water in the bowl.



Did you put it all in?

What do you think will happen when we mix the cornstarch and water?



Step 3: Put your hand in the bowl and mix it up with your fingers.



Did you mix it all in?

Step 4: Feel the liquid. Put some in your hand.



How does it feel?

Step 5: Put some liquid in your hand. Squeeze and apply pressure. How does it feel?



The liquid becomes a solid.

You did it! You made ghost guts!



Partner Prompt: the next three slides are designed to get your students thinking and talking. All responses are GREAT! There are no correct answers here, just opportunities to discuss and participate!

Conclusions: Think About It!

What is a non-Newtonian fluid?



sometimes liquid



sometimes solid



It changes with
pressure



What did we use to make ghost guts?



some cornstarch



some water



a bowl



How did the ghost guts feel?



Slimy



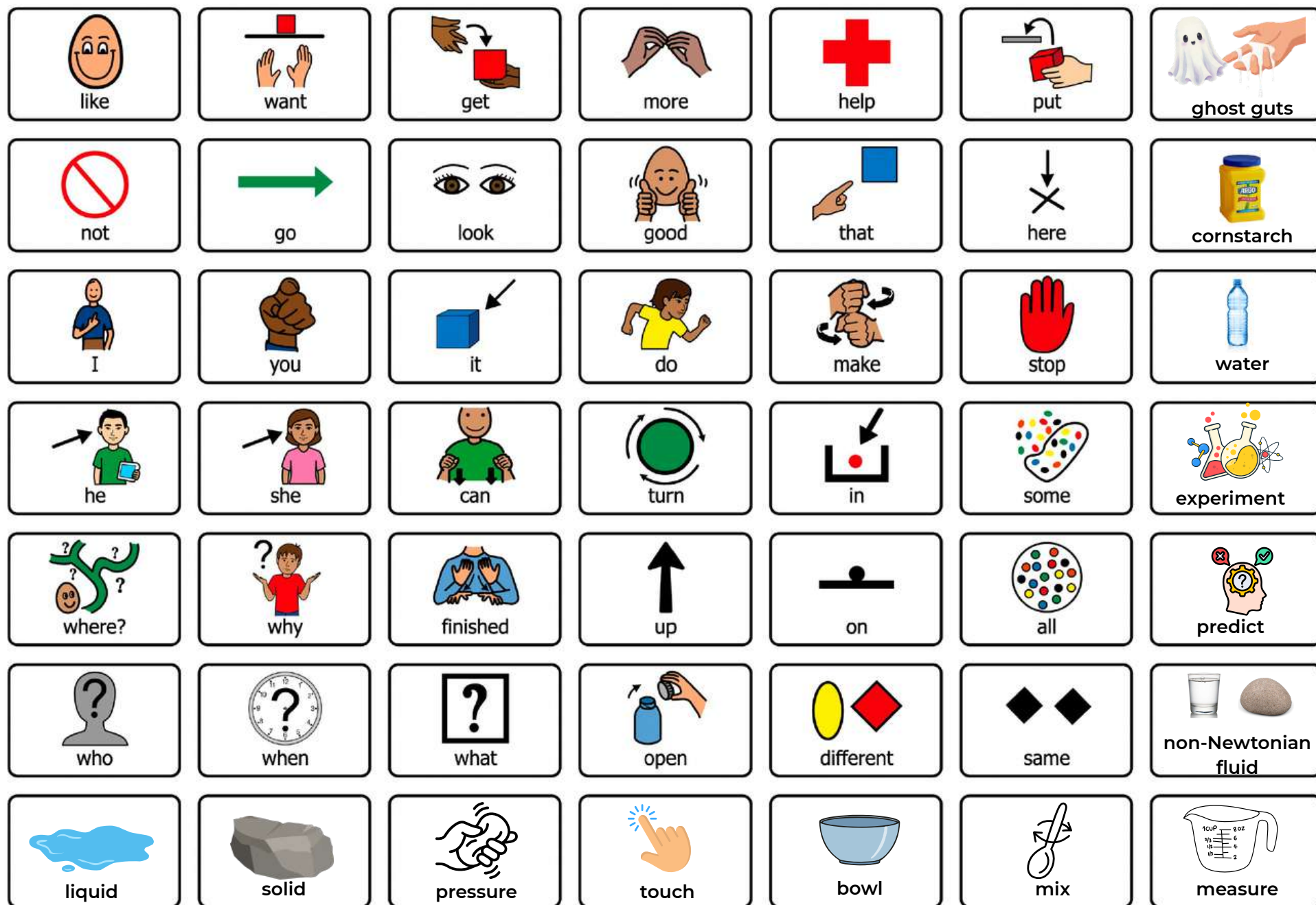
Gross



Cool



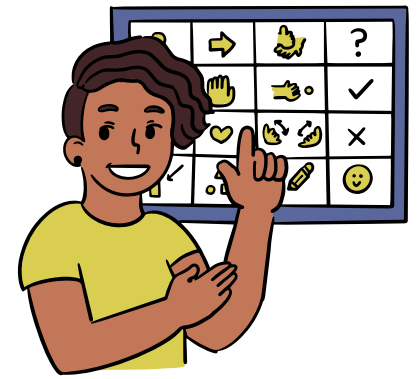
Communication Board



Start Up Steps for Teachers:

Choose Target Words

- Core (Tier 1): put, all, some, on
- Concept (Tier 2): liquid, solid, measure, mix, pour
- Academic (Tier 3): non-Newtonian fluid, pressure, experiment, predict, measure, smell, touch



Decide How Students Communicate

Speech - Classroom board - Single or step switch - Smartboard AAC app - Personal AAC system

Locate Words in AAC System

Find each target word in the app or board. If a word is missing, add a quick temporary button or page for easy access.

Create Light-Tech Supports

Print or post key words.

Attach words or repeated lines to single-message switches for students without high-tech AAC options.

Examples: "He can do it!" "Do you need help?" "So gross!"

Practice Before the Lesson

Adults model and practice the target words. Everyone should know where to find and use them naturally.

During the Experiment

Model and connect language: "You can do it." "She can help." Reinforce vocabulary during discussion, drawing, or writing.



Keep a visual of the core, concept, and academic words posted during the activity so everyone can model and connect language throughout the experiment.

ELA & AAC in Science: Aligning To Standards



Connect to Grade-Level ELA Standards Areas

This activity can support grade-level ELA standards through speaking, listening, reading, writing, and language. Students may respond with speech, gestures, pointing, AAC, drawing, dictation, or writing.

Build Collaborative Communication

Students take turns, respond to partners, make choices, ask for help, and share ideas during a group science activity.

Teach Vocabulary in Context

Model and practice core words, action words, describing words, science words, and activity-specific nouns. Examples: he, she, you, help, some, all, put, on, measure, stir, smell, touch, taste, same, different.

Support Comprehension

Students use photos, objects, actions, and repeated language to understand the steps of the experiment.

Use Procedural Text

Students follow, sequence, and retell the steps using words such as first, next, then, last.

Ask and Answer Questions

Use the discussion questions to help students predict, describe, explain, and share what they know about solids, liquids, etc.

Describe Observations

Students describe what they see, notice, and wonder.

Examples: The liquid is smooth and slimy. We have to measure carefully. What do you think will happen?

Create a Student Response

Students can share a conclusion through speech, AAC, drawing, writing, symbol selection, or partner-assisted choices.



Choose one or two ELA targets for each lesson. Keep the focus simple so students have many opportunities to communicate, participate, and show what they know.

Thanks for experimenting with us!



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