

CORE WORD: **We**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g., where are **we** going?)

SHARE INFORMATION (e.g., **We** are going to the park.)

AFFIRM (e.g., Yes, **we** can do that.)

GOSSIP (e.g., **We** don't like them.)

ROUTINES AND SCHEDULES

Calendar time: At the beginning of the day, the adult can go over what the class does at different times of the day. After the adult goes over it once, they can have the class repeat it back to them. They can help prompt the class by saying "First, **we** _____" and have the class fill in the blank. As the class gets more comfortable with this routine, the adult can fade out the prompts and go to "First, _____" and wait for the class to say, "**We** do math, etc.".

PLAY

During imaginative play, students can use **'we'** to label what the group is doing (e.g., **'we'** are pretending to be dancers').

READING

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

Yes, **we** can! By Sam McBratney, courtesy of Lights Down Reading:
https://www.youtube.com/watch?v=llpDSBo3OUo&ab_channel=LightsDownReading

This book is about a group of friends who all point out what each other can't do, until they realize what they can do as a group.

We are the dinosaurs! By Laurie Berkner, courtesy of The StoryTime Family:
https://www.youtube.com/watch?v=vvg-OUH6WNE&ab_channel=TheStoryTimeFamily

This is a great book about dinosaurs and what they can do, it also has a song that you can sing with the book.

We don't eat our friends by Ryan T. Higgins, courtesy of PV Storytime:
https://www.youtube.com/watch?v=qgZ7Bfb3XBY&ab_channel=PVStorytime

This book is about a young dinosaur who is about to start school. She is warned by her parents to not eat her human friends and classmates, but her friends and classmates are just too delicious to her!

We are family by Patricia Hegarty, courtesy of Jennifer Jones:
https://www.youtube.com/watch?v=K3FYpj3UER4&ab_channel=JenniferJones

This book is about families and how they may look different, but families support each other.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can show students this video from Sesame Street about the book "**We're** all wonders" by R.J. Palacio. This book talks about a boy that is the same as other kids in a lot of ways, but also very different. He only has one eye, and that

can look like a big difference. The characters and people on Sesame Street talk about this difference and how sometimes people are not nice to others when they are different. They then go on to talk about how we're all special and we need to be nice to one other, even if we look different. This lesson can be taught to the students as well and make sure they know it's okay to be different, but we need to be nice to everyone.

https://www.youtube.com/watch?v=QhCoHZHnZrE&ab_channel=SesameStreet

SENSORY MOTOR

Students and adults can use a variety of sensory motor items, such as shaving cream, finger paint, kinetic sand, pipe cleaners, sequin pillow, etc., to trace, draw or create the word **we** and then walk about what they like to do as a group. For instance, write **we**, and then say, "**we** like to use finger paints".

VIDEOS, MUSIC, ANIMATED SHORTS

The more **we** get together by The Learning Station, courtesy of The Learning Station: https://www.youtube.com/watch?v=lldmkrJXQ-E&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

We are the world, courtesy of Kids Online Channel:

https://www.youtube.com/watch?v=HqjYoUbmAPs&ab_channel=KidsOnlineChannel

We are a family by Jack Hartmann courtesy of Jack Hartmann Music Channel:

https://www.youtube.com/watch?v=foptl0BeXnY&ab_channel=JackHartmannKidsMusicChannel

We are the pirates by bounce patrol, courtesy of bounce patrol kids' songs:

https://www.youtube.com/watch?v=jx79dLugPwQ&ab_channel=BouncePatrol-KidsSongs

Diamonds by Rihanna covered by One Voice Children's Choir, courtesy of One

Voice Children's Choir: https://www.youtube.com/watch?v=fleKy8mD-1k&ab_channel=OneVoiceChildren%27sChoir

Young Adults:

We are Young by Fun! Featuring Janelle Monae, courtesy of Fueled by Ramen:
https://www.youtube.com/watch?v=Sv6dMFF_yts&ab_channel=FueledByRamen

We are the Champions by Queen, courtesy of Queen Official:
https://www.youtube.com/watch?v=04854XqcfCY&ab_channel=QueenOfficial

We are Family by Sister Sledge, courtesy of Pierre Richard:
https://www.youtube.com/watch?v=eBpYgpF1bqQ&ab_channel=PierreRichard

We will rock you by Queen, courtesy of Queen Official:
https://www.youtube.com/watch?v=-tJYN-eG1zk&ab_channel=QueenOfficial

We belong together by Mariah Carey, courtesy of Mariah Carey:
https://www.youtube.com/watch?v=0habxsuXW4g&ab_channel=MariahCarey
[VEVO](#)

We don't talk anymore by Charlie Puth featuring Selena Gomez, courtesy of Charlie Puth:
https://www.youtube.com/watch?v=3AtDnEC4zak&ab_channel=CharliePuth

STRUCTURED ACTIVITIES

Adults and students can first watch this Sesame Street video on the book "**We**'re the different, **we**'re the same" by Bobbie Jane Keats, courtesy of Sesame Street:
https://www.youtube.com/watch?v=hUrjb4SZnxg&ab_channel=SesameStreet

After watching this video and learning about how **we** are all different but also the same, classmates can make lists of their differences and similarities. It is important to make sure that students understand that just because they may look different from their classmates, it doesn't mean they or their classmates are any less important.

We are different	We are the same

ART OR SCIENCE ACTIVITIES

Using a class picture, students can cut and glue a class picture onto construction paper and practice writing/saying 'we'. Adults can support students in writing sentences about the picture as a well (e.g., '**we** are a class' or '**we** are a team').

USE OF APPS OR OTHER TECHNOLOGY

Bookcreator: Bookcreator can be used by groups to create different books about what they like to do. They can create pages that start with "**We** like to..." and detail the different things that they like to do.

TocaBoca: TocaBoca or any other app can be used and students can take turns with the tablet or they can make decisions together. They can be asked "what are you all doing" and respond with "**We** are..."

WORD WALL: Create a WordWall and add '**we**' 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 or Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)

Thank you!

CORE WORD: **Are**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g., We **are** going to the movies tonight.)

NEGATION/DENY (e.g., We **are** not going to do that.)

COMMENT (e.g., They **are** great actors.)

GOSSIP (e.g., They **are** not supposed to be doing that.)

ASK A QUESTION (e.g., Are you going to the movies with us tonight?)

ANSWER A QUESTION (e.g., Yes, we **are** going to drive with you.)

GET HELP (e.g., Are you going to need to borrow money for a ticket?)

GAIN ATTENTION (e.g., Here we **are**!)

INITIATE (e.g., **Are** you ready for a fun night?)

DIRECT ACTION (e.g., They **are** going to need to purchase tickets online if they want to see it with us.)

DISAGREE (e.g., No, they **are** not supposed to be talking during the movie.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During snack or mealtimes, adults can comment on what is happening, (e.g., We **are** eating. We **are** drinking).

Circle Time/Morning Meeting: During morning meetings, adults can focus on all the positive behaviors they observe, incorporating the word, 'are.' Some examples may include but are not limited to: "I see that you **are** sitting. You **are** all listening. You **are** looking. You **are** doing a great job.

Washing hands: After students wash their hands, adults can comment using AAC system(s), (using Aided Language Stimulation) to model such sentences as: "Now, our hands **are** clean." "They **are** not dirty." Students can work in pairs to discuss how their hands **are** different since they have been washed.

Exercise: During group exercises, (structured or unstructured), adults can model and facilitate opportunities for students to comment on what the group is doing using their AAC system. For example: We **are** jumping. Adults can provide multiple opportunities to use the AAC system to comment and describe what is happening using the verb, 'are' and modeling expression in complete sentences.

PLAY

Toys and Games:

Students can be provided with collective opportunities to discuss and comment about what they are playing with as a group. Adults can provide modeling as they are playing alongside students, (e.g., We **are** playing with a puzzle). Adults can utilize other pronouns to describe what they see happening and thereby model different ways to use the word, 'are.' (example: You **are** playing with blocks. They **are** playing with Potato Head. They **are** playing Candyland or any board game or online/computer game). Students can be encouraged to describe what their peers are doing using a variety of pronouns along with the word, 'are' to describe what they see.

READING

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

[Good Dog, Carl | Talk Along Wordless Picture Book | Illustrations and Story by Alexandra Day](#) (Courtesy of Amanda Thorp) (Students can comment on what the baby, the dog and the Mom **are** doing in the book).

[Goodnight, Gorilla.](#) By Peggy Rathmann Kids storytime. Courtesy of Sunshine

Students can be provided the opportunity to talk about what the people and the animals **are** doing in the story. Students can also predict what they **are** going to do next.

[Are You My Mother?](#) By P.D. Eastman Courtesy of Vancemo

[Are You My Mommy?](#) by Mary Murphy Courtesy of Anna-Michelle McSorley

SOCIAL INTERACTIONS AND VIDEO MODELING

[How to Greet Someone at School Social Story](#) Courtesy of Emily Blase

Young Adults

Adults and students can talk about news articles in Newsela, (free online resource for educators) which provides current events across many topics (with the option of text leveling) as well as text to speech read aloud. Students can comment on what is happening in the article and discuss the topic as a group. <https://learn.newsela.com/#text-to-speech-with-chrome-browser-plugins>

SENSORY MOTOR

Students and adults can collect items of varying textures to glue to the Valentine Cards. Students can comment on what they look, feel, or smell like, (e.g., They are ____).

VIDEOS, MUSIC, ANIMATED SHORTS

[Are We There Yet? | CoComelon Nursery Rhymes & Kids Songs](#)

[I'm Looking for My Friends! - Sid the Science Kid](#) - The Jim Henson Company
Adults can ask the students if the children **are** friends.

[Hello Song | Hello Hello How Are You](#) | Hello Song for Kids | Courtesy of The Kiboomers Music Channel

[Hello! | Super Simple Songs](#) Courtesy of Super Simple Songs- Kids Songs

[Sesame Street: Elmo and Abby's Valentine's Day Song](#) Courtesy of Sesame Street

[Sesame Street: Valentine's Day Street Story](#) Courtesy of Jimmy Greenfield. Students can discuss what is happening and incorporating using the word, 'are'

[Crumbs \(animated short film made in Blender & Lightwave\)](#) Courtesy of James Campbell. Students can comment on what they, (the mice) **are** doing and predicting what might happen, (incorporating the word, '**are**' in their comments and sentences).

Young adults:

[Billy Joel - Just the Way You **Are** \(Live 1977\) \[Official Video\]](#) (Song) Courtesy of Billy Joel!

[U.S.A. For Africa - We **Are** the World \(Official Video\)](#) Courtesy of USA for Africa VEVO

[Ariana Grande ft. Iggy Azalea - Problem \(Official Video\)](#) (Song) Courtesy of Ariana Grande. Students can talk about what people **are** doing in the video!

[Backstreet Boys - I Want It That Way \(Official Music Video\)](#) (Song) Courtesy of the Backstreet Boys.

[Katy Perry - Dark Horse \(Official\) ft. Juicy J](#) "Are you ready for.... The perfect storm?" Courtesy of Katy Perry (Song)

[Justin Bieber - Baby \(Official Music Video\) ft. Ludacris](#) (Song) Courtesy of Justin Bieber.

[The Who - Who Are You - RARE promo for radio edit](#) (Song) Courtesy of CaptNemo 100

[More Cowbell - SNL](#) (Courtesy of Saturday Night Live). (Comedy Skit). Students can comment on what the band is doing, their music and what is happening.

STRUCTURED ACTIVITIES

Adults can review what will be happening during the day and model the word, '**are**' using a Big Core board or even an AAC App. Adults can write out sentences and accentuate the word, '**are**' in front of the room/class. Some examples:

We **are** going to be learning about letters.

We **are** going to play with toys.

We **are** going to be eating snacks.

We **are** going to go out to recess.

(The list goes on).

While reading books, have the students look for and point to the word, '**are**' when they see it on the page.

Have each student find where the word, '**are**' is on their talker/AAC system and assist them in creating a sentence using the word.

ART OR SCIENCE ACTIVITIES

[Pete The Cat - Valentine's Day Is Cool!: Valentine's Day Story For Kids](#) by Kimberly and James Dean. Courtesy of SandZ Academy

This story talks about how Pete the Cat made cards for all his friends. Listening to this story could be one way to introduce the art activity of Valentine's Card making.

Using construction paper, markers, and any other available art supplies students and adults can create Valentines cards. Adults can help students complete the sentence, "You **are** _____" by having the students select a descriptive word about each student, (e.g., cool, fun, awesome).

USE OF APPS OR OTHER TECHNOLOGY

Educators can utilize the free online resource, Newsela to discuss current events, focusing on the word, 'are.' Given the many topics to choose from and the ability to level the text and have it read aloud, this can be a useful educational resource that is free for educators to use.

<https://learn.newsela.com/#text-to-speech-with-chrome-browser-plug-ins>

WORD WALL: Create a WordWall and add '**are**' 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 Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

CORE WORD: **Fast**

For Educators, Related Service Providers and Parents

Recasting

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., **fast** animals, **fast** cars, **fast** person)

DIRECT ACTION (e.g., go **fast**, run **fast**)

COMMENT (e.g., **fast** and easy, wow so **fast!**, **fast** is hard)

SHARE INFORMATION (e.g., **fast** story, tell you **fast**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Adults can talk about how different foods they eat for snacks or meals are made, (e.g., cooked, (such as noodles or chicken) or uncooked, (such as peanut butter and jelly sandwiches or cold cereal) and that cooking takes time. Students can brainstorm food that is easy and fast to make. Students can then see how long it takes to pour cereal in a bowl with milk. Adults can talk about how cereal is **fast** and easy to make.

Adults can provide choices of snacks or meals to prepare together. Adults can also provide a visual timer nearby for students to use/check to see how long it takes.

Circle:

Adults can project a slide or share a visual such as a large piece of paper with two columns representing categories, labeled FAST and SLOW. Students can

provide themes such as: animals or even vehicles. Students can work on one theme at a time and name as many animals they can think of and determine if they are FAST or SLOW. Repeat with the theme of vehicles. Adults can share visuals and videos of animals or vehicles that are fast or slow.

As a different approach, the whole group could work on this project and pick one animal or vehicle at time and discuss which column they/it can be placed, (fast or slow).

PLAY

Toys and Games:

Students can play hot potato with any toy (e.g., ball, balloon, stuffed animal etc.). Students can split into 2 groups: one group plays the game, and the other group will be the peanut gallery, cheering on their friends.

Students can throw, roll, or drop the “hot-potato,” using any movement that gets it to the next person. Adults can play the music with a timer (see the video linked below). The music gets faster as the timer is about to run out). While the students are passing the potato, adults can model comments using students' devices with the peanut gallery group, indicating (e.g., **faster** joey!, **fast!**, throw!, go **fast!**).

Hot Potato music and video courtesy of Alex Toys Video

https://www.youtube.com/watch?v=XZuY-VJOie8&ab_channel=AlexToysVideos

Recess: Students can be asked before recess to find one fast activity during recess to report back on when they come in from recess (e.g., jump **fast**). Adults can check in as students line up to see what fast things they did or saw. As a review, (prior to recess), adults can preview examples of fast actions or games, by acting them out and discussing such activities on students' devices. Students can predict what fast things they might do or see at recess and find those words on their devices.

READING

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

Keeping up with Cheetah by Lindsay Camp

https://www.youtube.com/watch?v=BrLpvWytZXA&ab_channel=LanguageLizard

Faster! Faster! by Leslie Patricelli from YouTube Courtesy of Maggie Grace TV

https://www.youtube.com/watch?v=d_ZX8-ivNI4&ab_channel=MaggieGraceTV%21

The Tortoise and the Hare by Janet Stevens from YouTube courtesy of MamaFox Books

https://www.youtube.com/watch?v=F_S7GWj5Hr0&ab_channel=MamafoxBooks

Fast and Slow by Britta Teckentrup from YouTube courtesy of Clover Reading

https://www.youtube.com/watch?v=CgAubLREeU8&ab_channel=CloverReading

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch [this video/song](#) of friends cleaning up together. Adults can let students know that they will get the opportunity to clean up quickly/fast. Adults can pour out a bucket of toys, and then, as a group, they can put them away more quickly by helping each other. Adults can provide direct instruction about how working together makes clean up **fast**, as in the video of Didi and friends. Afterwards adults can provide a class poll and ask them, "How did it feel to clean up together?" Was it easy when it was fast or harder when they cleaned up slowly?

Let's Clean Up Together by Didi & Friends from YouTube courtesy of Didi & Friends - Nursery Rhymes and Kids Songs

https://www.youtube.com/watch?v=fC9PHgbzU5w&ab_channel=Didi%26Friends-NurseryRhymes%26KidsSongs

SENSORY MOTOR

Students can play with a rain stick, flipping it faster and slower, listening to differences in sound. Students can tell which speed they like more (e.g., modeling such utterances on the AAC systems, (e.g., ' "like **fast** noise, like slow noise").

Adults can facilitate by setting up a time for fast movements, slow movements, and free exploration. Adults can provide direct instructions with models on how to move the rain stick at each speed (e.g., time to move **fast!**). Adults can use a visual timer to support transitions between each phase.

DIY rain stick video courtesy of What's Up Mom

https://www.youtube.com/watch?v=k0C-K0VxMMk&ab_channel=WhatsUpMoms

VIDEOS, MUSIC, ANIMATED SHORTS

Fast and Slow circle time scarf dance from YouTube courtesy of Rebecca Gonzalez

https://www.youtube.com/watch?v=4xLfMILH9Tg&ab_channel=RebeccaGonzalez

Young Adults

Fast Car by Tracy Chapman from YouTube courtesy of Tracy Chapman

https://www.youtube.com/watch?v=AIOAlaACuv4&ab_channel=TracyChapman

Don't Stop Me Now by Queen from YouTube courtesy of Queen Official

https://www.youtube.com/watch?v=ZzERTATm4aM&ab_channel=QueenOfficial

Falling Fast by Avril Lavigne from YouTube courtesy of Avril Lavigne Music Discovery

https://www.youtube.com/watch?v=QHbtNosWrI&ab_channel=AvrilLavigneMusicDiscovery

STRUCTURED ACTIVITIES

Adults can read, Faster! Faster! by Leslie Patricelli, where the main character wants to go faster and faster. Each time the adult turns the page, students can respond all together (a choral response!) "**faster!!**". Adults can model this choral response using the cover of the book, model the target on students' devices, and have the whole group practice responding together.

If adults do not have access to the book, please refer to the YouTube video of the reading of the book and place it on MUTE so that you, the adult can read the book aloud in your way and style.

[Faster Faster](#) Courtesy of LenaHsu_Storytelling.

ART OR SCIENCE ACTIVITIES

Students can make pinwheels, then watch how the pinwheels move with more or less wind. Students can fill out an observation journal with sentence starters (e.g., A big wind pinwheel moves __(**fast**/slow) __. A little wind pinwheel moves __(**fast**/slow) __.)

Adults can provide art supplies, art models, and facilitate making pinwheels. Adults can use hand-held fans to blow air at different speeds.

Simple DIY pinwheel art project courtesy of My Teaching Station

<https://www.myteachingstation.com/how-to-make-a-simple-pinless-pinwheel-with-your-kindergarten>

USE OF APPS OR OTHER TECHNOLOGY

Snapchat by Snap Inc. This app does not have to be used as a social media platform, it can be a simple video editing app. Students can record talking using a filter that speeds up or slows down voices in a funny way. Adults can facilitate and model finding different features.

https://play.google.com/store/apps/details?id=com.snapchat.android&hl=en_US&gl=US

GoNoodle by GoNoodle. This children's health and wellness app has fun yoga, exercise, and mindfulness activities. Students can follow along with fun videos and cartoons. Often the videos create stories around the exercise movements. Adults can pick out relevant videos for specific lessons or seasons.

<https://play.google.com/store/apps/details?id=com.gonoodle.gonoodle>

WORD WALL: Create a WordWall and add '**fast**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu.
Thank you!

CORE WORD: **Slow**

For Educators, Related Service Providers and Parents

Recasting

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., **slow** game, **slow** day)

DIRECT ACTION (e.g., **slow** down, walk **slow**)

COMMENT (e.g., wow so **slow**)

TELL A STORY (e.g. bus **slow**, like music **slow**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can see who can take the longest to finish their snack. Adults can set up a visual timer to facilitate, and model comments/directions on students' devices (e.g., eat **slow**).

Circle:

Adults can provide direct instruction on what moving slowly looks and feels like by acting out an action slowly (e.g., watch closely, I move little but it takes a long time). Adults can model a description of the action on the student's device (e.g., walk **slow**). Students can find their words on their device and practice describing the action, then try out the action themselves, making it as slow as possible.

PLAY

Toys and Games:

Students can have a slow-motion competition, similar to red-light-green-light. One student can have the role “judge” and the rest of the students can have the role “movers”. Students move in slow motion until the “judge” turns around or covers their eyes, then students secretly move fast. If the Judge sees someone moving fast, they can tell them to slow down (e.g., **slow** down!, or Sam **slow!**). Students can rotate roles often so students get lots of practice with their target word.

Adults can assign roles to each student, model exaggerated slow and fast movements, and preview vocabulary for the game on students’ devices.

Recess

Students can notice one slow activity, and report on it when they get back from recess (e.g., swing **slow**). Adults can check in as students line up to see what slow things they did or saw. Before recess, adults can preview examples of slow actions or games, by acting them out and modeling on the students’ devices. Students can predict what slow things they might do or see at recess and find those words on their devices before they go out.

READING

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

(En español) La Siesta Perfect by Pato Mena from YouTube courtesy of Read Tia Carla

https://www.youtube.com/watch?v=elh-jnll7os&ab_channel=ReadTiaCarla

The Tortoise and the Hare by Janet Stevens from YouTube courtesy of MamaFox Books

https://www.youtube.com/watch?v=F_S7GWj5Hr0&ab_channel=MamafoxBooks

Fast and Slow by Britta Teckentrup from YouTube courtesy of Clover Reading

https://www.youtube.com/watch?v=CgAubLREeU8&ab_channel=CloverReading

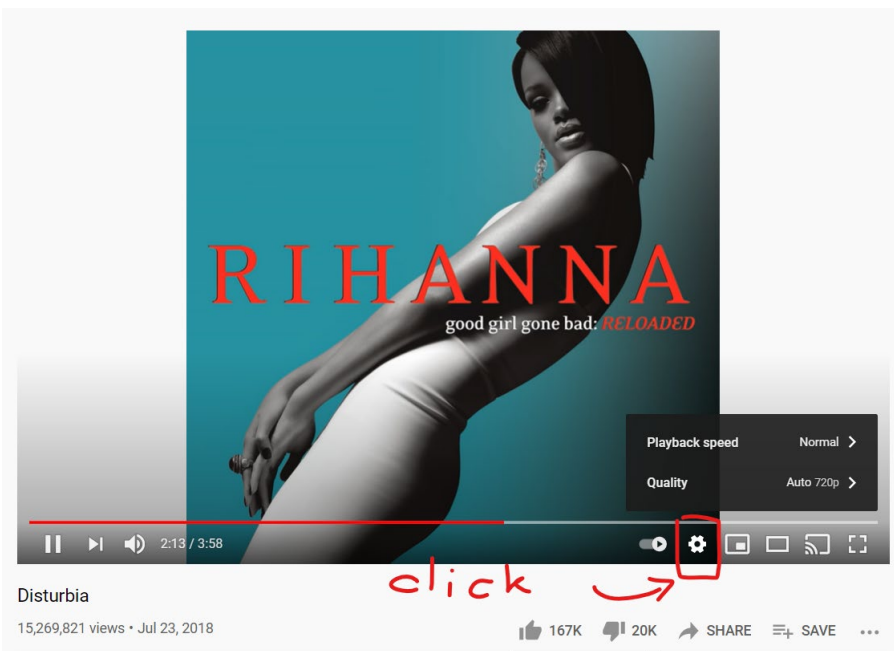
SOCIAL INTERACTIONS AND VIDEO MODELING

Students can pair up and receive roles: fast or slow and be assigned a task to complete together. The student who is assigned “slow” can practice asking their friend to slow down and wait for them (e.g., please **slow**, or wait **slow** down). The “fast” student can practice acknowledging their friend’s request and slowing down to a good pace for both of them (e.g., okay **slow**. *slows down* good **slow**?)

Adults can model this conversation and problem solving with another adult. Adults can also preview useful vocabulary such as help, wait and please.

SENSORY MOTOR

Adults can play a song at normal speed on YouTube; students can sing and dance along. Then Adults can slow the song down (*YouTube has a feature to change the video’s speed, see pictures below*) and replay it. Adults can repeat this several times playing the song slower each time. Students can sing, dance, clap, move their bodies etc. slower to match the slower music. Students can describe the first change in the music (e.g., **slow** song) and each time the song is played even slower (e.g., more **slow**).



Screenshot courtesy of Disturbia by Rihanna from YouTube courtesy of Rihanna

https://www.youtube.com/watch?v=wmGjajXDHKo&ab_channel=Rihanna-Topic

VIDEOS, MUSIC, ANIMATED SHORTS

Exercise Song for Children: bouncing up and down & Fast and Slow actions by Patty Shukla from YouTube courtesy of Patty Shukla Kids TV: Children's Songs

https://www.youtube.com/watch?v=DpMfP6qUSBo&index=4&list=PLA1eshv0YahLhW8RZeGVWE_UucV5rwQl&ab_channel=MarianHillVEVO

Young Adults

Slow Dancing in a Burning Room by John Mayer from YouTube courtesy of codyyates2180

https://www.youtube.com/watch?v=32GZ3suxRn4&ab_channel=codyyates2181

Slow Burn by David Bowie from YouTube Courtesy of cinderelllaa

https://www.youtube.com/watch?v=x6MDhtBEmCs&ab_channel=cinderelllaa

STRUCTURED ACTIVITIES

Students can share what they like to do on a slow, lazy Sunday by completing sentence starters (e.g., "I ___ slow.") Adults can facilitate by writing students answers on a shared paper/whiteboard/screen. Students can share their responses with a peer (e.g., I **wake up** slow).

ART OR SCIENCE ACTIVITIES

Students can brainstorm very fast actions they could perform (e.g., run, clap, wiggle, throw a ball, knock over a block tower). Then students can record each other performing the action and turn it into a slow-motion video. Adults can preview comments for when something is surprising (e.g., wow **slow**, or **slow** cool). Students can watch their videos as a class and make comments about their **slow** art.

(for iPhone) *SpeedPro Slow* by Motion Movie Maker Fast Edit

<https://apps.apple.com/pk/app/speedpro-slow-speed-video-edit/id939421784>

(for android) *Slow motion video FX: fast & slow mo editor* by Bizo Mobile

https://play.google.com/store/apps/details?id=com.mobile.bizo.slowmotion&hl=en_US&gl=US

Snapchat by Snap Inc. Students can record talking using a filter that speeds up or slows down voices in a funny way.

https://play.google.com/store/apps/details?id=com.snapchat.android&hl=en_US&gl=US

USE OF APPS OR OTHER TECHNOLOGY

(for iPhone) *SpeedPro Slow* by Motion Movie Maker Fast Edit

<https://apps.apple.com/pk/app/speedpro-slow-speed-video-edit/id939421784>

(for android) *Slow motion video FX: fast & slow mo editor* by Bizo Mobile

https://play.google.com/store/apps/details?id=com.mobile.bizo.slowmotion&hl=en_US&gl=US

Using one of these slow motion video apps, students can record videos and play them back in slow motion. Students can do or watch fast actions, then see them play slowly on the video, and tell a story to a peer or family member about what they make (e.g., run fast, look **slow**).

WORD WALL: Create a WordWall and add '**slow**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu.
Thank you!

CORE WORD: **Wait**

For Educators, Related Service Providers and Parents

Recasting: Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

REQUEST (e.g., **Wait** a minute! **Wait** for me!)

DELAY ACTION (e.g., **Wait**, I'm not ready!)

EXPRESS AN ACTION (e.g., I'll **wait** here.)

COMMENT (e.g., I can't **wait**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can make popcorn in a microwave and talk about how they need to **wait** for it to pop to eat it. Any recipe that requires baking or wait time (e.g., cookies, pudding, etc.) can also be used for this purpose. Adults can talk with students about waiting until the recipe is complete before they can eat it.

Circle: As the circle time routine takes place, adults can model use of the word **wait** as they provide instructions ("Circle Tuesday and then **wait**." "Raise your hand and then **wait** to be called on!")

Transitions: For any scheduled transitions, adults can ask students if they are ready or if they need to **wait** a minute to get ready.

PLAY

Toys and Games: Students can play Duck-Duck-Goose, and adults can talk about how everyone needs to wait to hear “goose” before they get up and run.

Students can play a game with a parachute and utilize the word, ‘wait’ for students to wait for directions and for their turns. Adults can call out directions such as “Wait for me to say go.” or “Let’s all bring the parachute up” or “I’ll say two names, and those two people will switch sides...**wait**.... go!”

Recess: Students can play Red Light, Green Light. When someone says, “Green light,” students move. When someone says, “Red light,” they stop and **wait**.

READING

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

[Waiting Is Not Easy! by Mo Willems - Read Aloud by Heather's Story Time Corner](#)

https://www.youtube.com/watch?v=HTS_ohuhhPA

[I'll Wait Mr. Panda, by Steve Antony, courtesy of Ms. Becky & Bear's Storytime](#)

<https://www.youtube.com/watch?v=3Nt7nuQeThQ>

[This Monster Cannot Wait by Bethany Barton, courtesy of Jale Aydin](#) (video starts too quiet but gets louder after a few seconds, so just **WAIT!**)

https://www.youtube.com/watch?v=99-u_FtNyv0

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can request that others **wait** for them.

When interacting socially, adults can model and students can comment “I can’t wait” when something exciting is about to happen.

When walking together, one person (student or adult) can let the other know, "I'll wait here" or request, "(You) Wait here."

SENSORY MOTOR

Students can play with shaving cream or use play doh to spell words or make shapes. Adults can instruct them to **wait** to hear the direction before they begin the next step. If students aren't ready at any point, they can request that the adult waits before moving on.

Students can complete a circuit of fitness exercises, with each student at one station at a given time. When the time is up, adults can model that students should wait and take a breath, then give a signal to switch. Students can request that the group wait if they are not ready.

VIDEOS, MUSIC, ANIMATED SHORTS

[I Just Can't Wait to Be King \(From "The Lion King"\)](https://www.youtube.com/watch?v=ysb_gxJ8LE4)

https://www.youtube.com/watch?v=ysb_gxJ8LE4

Young Adults

[Mumford & Sons - I Will Wait \(Official Music Video\)](https://www.youtube.com/watch?v=rGKfrgqWcv0)

<https://www.youtube.com/watch?v=rGKfrgqWcv0>

[Richard Marx - Right Here Waiting \(Official Music Video\)](https://www.youtube.com/watch?v=$_E2EHVxNAE)

[https://www.youtube.com/watch?v=\\$_E2EHVxNAE](https://www.youtube.com/watch?v=$_E2EHVxNAE)

[Elliott Yamin - Wait For You \(Official Video\)](https://www.youtube.com/watch?v=xaHyvAMLk7U)

<https://www.youtube.com/watch?v=xaHyvAMLk7U>

STRUCTURED ACTIVITIES

Adults can explicitly teach what it means to **wait** by modeling how one *waits to do something*, (e.g., waiting in line, waiting for someone to raise their hand, etc.). The class can have a discussion about when one might need to wait (wait

for a bathroom stall to be open, wait in line at the store, wait for the bus) and what you can do to pass the time.

For students with limited patience for 'waiting', adults can increase their tolerance for waiting by telling a student, "Wait" then counting back "3, 2, 1...and then acknowledge and provide positive reinforcement, (e.g., 'nice waiting') and then reinforcing with a preferred item. As students show success with smaller increments of time, the time can slowly be increased.

On a Friday, the class can discuss plans for the weekend. Students can fill in the sentence starter, or the teacher can utilize Predictable Chart Writing, "I can't wait to _____!"

I can't wait to _____ I can't wait to _____
--

For an interactive lesson on waiting and self-control, adults can facilitate this lesson on self-control bubbles. Students practice waiting to pop the bubbles.

[Self-Control Bubbles - A behavior management teaching tool! Courtesy of Lauren Williams](#)

<https://www.teacherspayteachers.com/Product/Self-Control-Bubbles-A-behavior-management-teaching-tool-1114853>

ART OR SCIENCE ACTIVITIES

Students can use watercolors or any other sort of paint to make their own masterpiece, then set it somewhere safe to **wait** for it to dry.

Students can plant seeds in dirt, take care of their plant, then wait for it to sprout and grow.

Students can complete a [science experiment](#) where they add food coloring to water in order to dye cut flowers. They can wait to see what happens in an hour and in a day. Experiment courtesy of Fun Learning For Kids.

<https://funlearningforkids.com/color-changing-flowers-science-experiment/>



USE OF APPS OR OTHER TECHNOLOGY

When using technology in the classroom, adults can model using the word wait when a page or app is loading or when they need to fix something on a student iPad.

[Visual Countdown Timer](#): Students or adults can pick the picture to be revealed when a timer goes off. It can be turned into a guessing game where students will have to **wait** and see what is revealed.

[Viridi](#): This app is a garden simulation app. Students can grow succulents and watch and wait as they get bigger. Each week, they can plant another seed and wait for that succulent to grow!

Boom Cards:

[Core Deck: Wait, courtesy of speechwithoutlimits](#)

<https://wow.boomlearning.com/deck/core-deck-wait-XgNu844YeRs4T8o2p>

WORD WALL: Create a WordWall and add '**wait**' 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 Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Hungry**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

SHARE A PHYSICAL NEED (e.g., I am **hungry**)

EXPRESS A FEELING (e.g., I feel **hungry**)

QUESTION (e.g., Are you **hungry**? Who is **hungry**?)

PROTEST, DISAGREE: (e.g., I'm not **hungry**)

DESCRIBE (e.g., That's a **hungry** bear)

SHARE INFORMATION (e.g., He's **hungry** for knowledge)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model and ask, Who is **hungry**? And students can respond, I hungry, I am hungry.

Circle: Adults can read the various versions of The Old Lady Who Swallowed a Fly (Bat, Snow, Leaves, Pie, Chick) and talk about how **hungry** she was to swallow all those things. Adults make a hungry Old Lady prop that can be used all year round. Students can express her hunger (She's hungry, She can eat_____) or other additional phrases and feed many different items.)



Take a container such as an oversized cinnamon or parmesan cheese container that has a flip up lid and cut the flap off. Attach the lady to the container, lining up the hole in the container to the hole for the lady's mouth.

[Old Lady face pattern from Makinglearningfun.com](http://Makinglearningfun.com)



Or make one with a cereal box using this face pattern, from Omazingkidsllc, which also includes props for the Old Lady Who Swallowed a Pie. Cover a cereal box with construction paper, laminate face and cut out a hole for the mouth. Draw her dress freehand. Laminate a rectangle the size of top and attach to back flap, for easy removal of icons. During different times of the year, feed the old Lady different items.

[Old Lady face and food icons from Old Lady Who Swallowed a Pie](#)



Adults can model the core word and students can put on a hat and shawl and act out the Old Lady/Man, selecting from miscellaneous foods on core boards or their speech-generating devices.

I know a **hungry** old lady/man, who swallowed a _____. I don't know why he/she swallowed a _____ perhaps she'll/he'll _____ (Student selects from miscellaneous actions -dance, jump, swim, drive, sing etc. and performs action).

PLAY

Toys and Games: Adults can set up role play situations by gathering dishes and play foods. During a tea party or picnic dramatization, with students or stuffed animal friends, adults can model **hungry** (Who's hungry? You look like you're hungry, I'm sure hungry-what's there to eat?) as they play.

In a restaurant dramatization, adults can be the waiter or chef and model **hungry** (Hope you're hungry. Here are today's specials: _____. What are you hungry for? Are you hungry for _____? as present the menu.

READING

Here are some suggested books on Epic that can assist in teaching the core word. Epic books offers free access to books on a desktop or mobile device. Educators create an account and there is a read aloud feature to share books with students or can assign books to students for asynchronous learning. Epic provides questions and quizzes at the end of some of the books.

[The Hungry Shark by Tamia Sheldon](#)

[Hungry Worms by Robert Rosen](#)

[The Princess in Black and the Hungry Bunny Horde by Shannon Hale and Dean Hale](#) A chapter book that teaches you shouldn't judge something by its appearance.

READING and WRITING

Here is a book from Tar Heel Reader that features the core word. Tar Heel Reader is a library of free, easy-to-read, self-published books. Each book can

be speech enabled and accessed by multiple interfaces including touch screens and switches.

[Sally is Hungry by Jane Farrall](#)

Sally can only eat things that start with S-spaghetti, salad, soup, but she can't eat chocolate. Chocolate doesn't start with S.

Following reading this book, adults can make a book featuring student's names and foods that begin with the first letter in their name. Students can look for foods on their device that begin with the same letter in their first name and foods that don't start like their name.

Tom is **hungry**. Tom can eat tomatoes. Tom can eat tacos. But he can't eat apples.

Beth is hungry. Beth can eat bananas. Beth can eat bread. But she can't eat carrots.

Adults and students can make the book with printed photos and printed captions, using the device as an alternate pencil or students can hand write. See Technology section for more ideas.

SOCIAL INTERACTIONS AND VIDEO MODELING

[Eating at the Table Social Story Video](#)

Students can hear Buddy's stomach growling when he's **hungry** and follow as he learns to sit at the table, use a fork, spoon, and napkin, eat the food on his plate and ask to be excused.

SENSORY MOTOR

<https://physedgames.com/hungry-hungry-hippos/>

Students can play a team relay game reminiscent of the game Hungry Hungry Hippos. First person runs and picks up a tennis ball or bean bag in the center, and drops in team's bucket, and then can ask next classmate in line "Are you **hungry**? And student replies, "I'm hungry" before running.

VIDEOS, MUSIC, ANIMATED SHORTS

[Who took the cookie from the cookie Jar](#)

Fun turn-taking chant, with “Are you hungry? Let’s share at the end” from Super Simple Songs

[I’m Hungry! Simple Food Song for Kids! Maple Leaf](#)

[Are You Hungry? Kid Songs Super Simple Songs](#)

[Feelings and Emotions Song for Kids Fun Kids English](#)

What do you do when you’re happy. sad. angry, hungry, sleepy?

[Hungry Caterpillars Bug Song Pink Fong](#)

Young Adults

[Eagles Love Will Keep us Alive](#) with repetitive line: ...when we’re **hungry** love will keep us alive

STRUCTURED ACTIVITIES

Adults can talk about what different animals eat and ask comprehension questions using the core word following video or discussion. What is a penguin hungry for? A penguin is **hungry** for _____

For some background information

[World of Eric Carle What Do Animals Eat Read Aloud](#)

ART OR SCIENCE ACTIVITIES



For an art project, students can make their own **Hungry** caterpillar and feed it food icons as retell the story.

[Hungry Caterpillar pattern from Teachingheart.net](#)



Adults can take photos of the students and students can make themselves, filling their **hungry** stomachs with the foods they like.

[Based on the Old Lady Who Swallowed a Pie idea from fozenintime](#)

USE OF APPS OR OTHER TECHNOLOGY

[Toca Kitchen Monsters](#)

In this monster edition of Toca Kitchen, students can cook and play with food, for 2 **hungry** monsters. Adults can model and generate conversation about what the hungry monsters like to eat.

See writing idea following reading of Sally is Hungry above. Adults can use other technology such as, Pictello (paid app) or Book Creator to make the book.

If using a PC computer can also download *Chat Editor* a free supplemental program from Saltillo supporting Nova Chat, Touch Chat or LAMP Words for Life. It's not only for customizing Chat vocabulary but the capture feature can be used to put Symbolstix, Pixon or LAMP vocabulary into google slides or other formats. The feature works well for inserting onto the page for making books. As symbolic representation is often helpful to highlight key words, (not every word), keeping the text to promote literacy is recommended.

WORD WALL: Create a Word Wall and add **hungry** 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 Gail Tsujimoto-Cho @ gtsujimoto-cho@wccusd.net
Gail's career in the West Contra Costa Unified School Districts spans 35 years. She has worked as a Speech-Language Pathologist, Special Day Class teacher and AAC Specialist. She helped establish the ICHAT (Integrating Communication and Hands-on Assistive Technology) Preschool Program and taught the class for 12 years. She is currently the AAC Specialist Lead for the WATR (West Contra Costa Assistive Technology Resources) Department.
Thank you!

Core Word: **THIRSTY**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

SHARE PHYSICAL NEEDS (e.g., I am **thirsty**)

SHARE FEELING (e.g., I feel **thirsty**)

QUESTION (e.g., Are you **thirsty**? Who's **thirsty**?)

PROTEST, DISAGREE (e.g., I'm not **thirsty**, I not **thirsty**)

DESCRIBE (e.g., The dog is **thirsty** for attention)

SHARE INFORMATION (e.g., She's **thirsty** for knowledge)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model and ask Who is **thirsty**? Students can respond I thirsty. I am thirsty.

Circle: Adults can add a verse to the song, If You're Happy and You Know It. (if you're **thirsty** and you know it, drink some water (or other drink) and motion drinking.

PLAY

Toys and Games: Adults can gather props (cups, pitchers for a lemonade or drink stand. Adults can model (Who's **thirsty**? Come get drinks), students can role play and sell drinks to thirsty customers.

Recess: Adults can remind students to get drinks of water when students get **thirsty**.

READING

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

[The Crow and the Pitcher Moral Stories in English](#)

Story about a thirsty crow that figures out a way to get water deep inside a pitcher.

Here are some suggested books on Epic that can assist in teaching the core word. Epic books offers access to books on a desktop or mobile device. Educators create a free account and there is a read aloud feature to share books with students or can assign books to students for asynchronous learning. Epic provides questions and quizzes at the end of some of the books.

[Thirsty, Thirsty Elephants by Sandra Markle](#)

Elephants never forget. During a drought in Tanzania, Grandma elephant remembers a watering hole and leads her herd in search of water to quench their thirst.

[Thirsty Baby Elephant by Pam Holden](#)

Baby elephant is thirsty and gets more and more water. Adult can model core word every time Baby elephant drinks.

Here is a book from Tar Heel Reader that features the core word. Tar Heel Reader is a library of free, easy-to-read, self-published books. Each book can be speech enabled and accessed by multiple interfaces including touch screens and switches.

[Thirsty? By Charna](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

[Conversation cards Set 1 by Adventures in Speduction](#)

Conversations involve asking questions and responding with kind words or a compliment. Students can include a question like Are you **thirsty?** when talking with peers and agree or disagree (Me too. I'm thirsty. I'm not thirsty) depending on how they feel. Here are 20 conversation cards from Teachers Pay Teachers that contain What, When, Where and Who questions, as well as compliments. Picture supports are provided to help answer questions.

SENSORY MOTOR

After a physical activity from Go Noodle, students will surely be **thirsty**. When done, adults can model the core word and remind students to get a drink.

[Indoor Recess: You Pick #1 from Go Noodle](#)

This mix contains the top favorite videos chosen by users of Go Noodle and is appropriate for young adults, as well.

VIDEOS, MUSIC, ANIMATED SHORTS

[I'm Thirsty song Fun Kids English](#)

Monsters are thirsty and ask for milk and other drinks. Complete with please, gulps and the Aaaaah after drinking.

[How are you? I am thirsty and sick Steve and Maggie in English Stories](#)

Practice saying I'm thirsty with Steve, but oh what happens when he drinks Maggie's magic potion drink?

[Animals Get Thirsty by Gail Tsujimoto-Cho](#)

My pets and friend's animals get thirsty

[Feelings and Emotions Chant ELF Learning](#)

Practice chanting the feeling and emotion words: happy, sad, hungry, thirsty, hot, cold, tired, sleepy surprised, scared, excited, bored.

STRUCTURED ACTIVITIES

Did you ever wonder how animals drink? Adults can show this video and pause at each different animal to model **thirsty** before they drink.

[Animals Fascinating Way of Drinking Water Kritter Klub](#)

ART OR SCIENCE ACTIVITIES

Adults can talk about how plants and flowers are thirsty for water and drink water from the ground. The water travels through the stem into the petals of the flower. It is through capillary action that plants are able to defy gravity and pull water up through their leaves and flower. Watch it happen in this experiment.



[Color changing flowers experiment Fun Learning for Kids](#)

Then color **thirsty** flowers

[Thirsty flower clipart freebie form Teachers pay Teachers](#)

Here's another science experiment to visualize how plants (celery stalks) are also **thirsty** for water.



Capillary Action

science experiment



[Celery experiment from adabofgluewilldo.com](http://adabofgluewilldo.com)

Adults can model the core word as they review the story of the **thirsty** crow. Students can reenact the fable, using a cup of water and stones/almonds/marbles. Drop the “stones” one by one and see the water rise. It's a visual activity to explain water displacement and buoyancy

[Science activity to reenact the thirsty crow craftart.com](http://craftart.com)

USE OF APPS OR OTHER TECHNOLOGY

Students can create a book on *Pictello* (paid app) or *Book Creator*

Each student can write a page: When I'm **thirsty** I drink _____.

WORD WALL: Create a WordWall and add **thirsty** 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 Gail Tsujimoto-Cho @gtsujimoto-cho@wccusd.net
Gail's career in the West Contra Costa Unified School Districts spans 35 years. She has worked as a Speech-Language Pathologist, Special Day Class teacher and AAC Specialist. She helped establish the ICHAT (Integrating Communication and Hands-on Assistive Technology) Preschool Program and taught the class for 12 years. She is currently the AAC Specialist Lead for the WATR (West Contra Costa Assistive Technology Resources) Department.
Thank you!

CORE WORD: **Write**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

REQUEST (e.g., **Write** it here. **Write** my name.)

GIVE INFORMATION (e.g., I **write** songs.)

INITIATE (e.g., It's time to **write**. Let's **write**.)

ASK QUESTIONS (e.g., can you **write** your email, please?).

COMMENT (e.g., I like how you **write** your notes.)

PROTEST (e.g., no more **write**. Don't like **to write**)

ROUTINES

Academic activities in class: Adults can encourage students to **write** what is on the blackboard, what it's been dictated, or to **write** answers/ comments. For students with difficulties with writing, teachers can encourage the students to ask for help from others. Model the word "**write**" as adults complete such activities.

Circle Time: Students can be encouraged to **write** the initial sound of their names, or the days of the week (related circle time activities) on the board. Model the word **write** at all times when asking to complete those tasks (e.g., **write** it on the board. **Write** it on your talker and show me. How do we **write** Monday? What's the first letter of Monday? **write** it). Adults can express that writing can be completed in different ways using an alternative pencil.

Pre-Literacy activities in the classroom: for younger students, adults can encourage students to **write** their name. Even if the student is at the imitation

level, requiring hand over hand assistance, or tracing level, the adult should model using the word **write** (e.g., this is how we **write** your name) and provide an alternative/alternate pencil. Copy me, we **write** it like this. We **write** a big letter. We can **write** using your talker).

Board Games at home or with friends: there are plenty of board games that encourage writing (see below for a list of board games). After reading the instructions, encourage the student to **write** the answers on a piece of paper or in the device. Model and use the word **write**, (e.g., it's your turn to **write**. Whose turn is to **write** the answer for the game? I like what you **write**, it's fun, etc.).

Create your schedule/ to do list: this task can be especially helpful for teenagers and older individuals. Communication partners can support the students every morning to **write** a list of all the activities they have for the day. This can be in the device or on a piece of paper. Try to make this a routine and always model the word **write** (e.g., it's time to **write** what you have to do today. I **write** the first activity, and you **write** the second one. Where do you want to **write** your list? Device or paper? etc.).

PLAY

There are many games that involve writing. It could be something simple like playing tic tac toe. As long as you model the word **write**, the student will have plenty of fun ways to learn this core word.

[Knock knock on- the -go game pad1 - travel activity pad for kids by Knock Knock](#) on the go game pad that includes simple games such as tic tac toe, categories, hangman, dots, and boxes, etc. When playing, always model the word **write** (e.g., when playing tic tac toe, the adults can ask, what do you want to **write**, the x or the o? etc.).

This website <https://theinspiredtreehouse.com/10-board-games-turn-handwriting-games/> shows 10 popular boardgames in which writing is incorporated.

Well known board games such as [Zingo](#), [Apples to Apples](#), [Bingo](#), [Trouble](#), [Connect 4](#), [Jenga](#), etc. are great tools for teaching the word **write**. The adults just have to slightly modify the games. For example, when playing bingo, adults can ask the student(s) to **write** the word they get. For connect 4, adults can add pictures of core words on each coin and ask the student to **write** the core word, etc.

[Mad Libs](#) is a great tool to teach the word **write** to older students. Model the word **write** as you support the student (e.g., now you have to **write** a noun, and next you **write** an adjective, etc.).

[Letter puzzle tracing](#) are great activities to target the word **write**. You can model first and say the word **write** every time you trace each letter. The adults can ask the students to **write** all or specific letters.

Recess: Students can be encouraged to write/scribble with chalk on the playground. Classmates or teachers can model this activity while modeling the word **write** (e.g., what color of chalk do you want to **write** with? What do you want to **write**? Also, students can tell each other what to **write**, etc.). (Please make sure the student has access to his/her device or a board to benefit from access to the robust system or modeling.

READING

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

[The Best Story by Eileen Spinelli](#) Read Aloud
<https://www.youtube.com/watch?v=nZDrkszKCyY> read by Peeetra311

[A Squiggly Story](#) by Andrew Larsen
<https://www.youtube.com/watch?v=jFxmhSfgV8> read by Story Time with Bizzy Book Club

[Arthur Writes a Story: An Arthur Adventure](#) by Marc Brown
https://www.youtube.com/watch?v=Ddr0t0Ub8_k read by Cartoon TV Short Stories

[Ralph Tells a Story](#) by Abby Hanlon
<https://www.youtube.com/watch?v=g5ss8RTyzrw> read by Simply Storytime

[Jeffrey and Sloth](#) by Kari-Lynn Winters (epic books online)

[Poking Fun in a Poem](#) by Valerie Bodden (epic books online)

[Write! Write! Write!](#) By Amy Ludwig Vanderwater

For older students (High Elementary/Middle School students)

[How to Write a Story](#) By Kate Messner

[Cat Kid Comic Club](#) by Day Pilkey

[Car Diaries: Secret Writings of the MEOW Society](#) by Betsy Byars

SOCIAL INTERACTIONS AND VIDEO MODELING

There are many ways how adults can incorporate writing into social interactions between classmates. These videos provide ideas and video modeling on how students can work on the word **write** when performing fun activities in the classroom or at home

[Sight Word Writing Activities for Preschoolers & Kindergarteners/ Reading Readiness Kids Activities](#) by Inspiring Parents.

ESL game "[Let's Create a Letter](#)" by Laowai ESL

SENSORY MOTOR

Get a shallow tray, sprinkles, rice or beans and a paintbrush for this activity. Have the student practice writing letters within the combination of these textures. While practicing, adults can model the word **write** while the student writes.

<https://www.youtube.com/watch?v=Yj8ncfHC9bl> by Raising Dragons- Activities for kids

Shaving Cream can also provide an excellent sensory writing activity. <https://www.youtube.com/watch?v=Nm-KbR6lCDE> by Childcareland

VIDEOS, MUSIC, ANIMATED SHORTS

YouTube has many songs that teach how to **write** numbers, letters, etc. When singing these songs, always have the device and model target words as appropriate.

Chant and Write by Luis Munoz

<https://www.youtube.com/watch?v=UIYn12urWYI>

Writing Numbers/ Number Songs by Pinkfong! Kids' Songs & Stories
<https://www.youtube.com/watch?v=DzKqCmjVXLI>

Writing English Alphabet Letters Circles and Lines Song by Patty Shukla Kids TV-Children songs https://www.youtube.com/watch?v=gL_1iBYXmXI

The Spelling the Numbers Song/Counting Songs by Scratch Garden
<https://www.youtube.com/watch?v=HG361wJyDY0>

For students working on sentence structured and narration:

The Sentence song by Scratch garden
<https://www.youtube.com/watch?v=DzKqCmjVXLI>

Paragraph Song/ Kids Hip Hop by Taylor Dee Kids TV
<https://www.youtube.com/watch?v=5DrxfXXyiNQ>

Songs (For Adults)

Write on me by Fifth Harmony
<https://www.youtube.com/watch?v=7WuggM1WBiU>

I want To Write You a song by One Direction
<https://www.youtube.com/watch?v=dTvgQ7-jPYk>

[Lyrics.com](https://www.lyrics.com) has a list of different songs (different styles) that have **write** in them. You can buy the songs from the website or look for the specific songs the student likes on YouTube or other music platforms.
<https://www.lyrics.com/lyrics/write>

STRUCTURED ACTIVITIES

Students can help teachers create the Word Wall in the classrooms. Teachers can ask the students to **write** the core words on posters for the wall.

Structured activities for language arts:

Teachers can draw a table on the board or have worksheets in which the students have to categorize letters (vowels v consonants) and **write** each letter on the appropriate column.

Print available short books in which the students are asked to trace core and fringe words. Go over the story and request the student to **write/** trace each word. Examples of these books (ready to print for low cost or free:

Free blend book by 123 Home School 4 me
https://www.123homeschool4me.com/blends-book-color-trace_47

Books: I See Apples by Keeping my Kiddo
Busy <https://www.pinterest.com/pin/362328732521517180/>

My Spider Book by Fun-A-Day.com
<https://www.pinterest.com/pin/422281204985200/>

My January book by Made by Teachers.com
<https://www.pinterest.com/pin/70437480529121/>

I Like Animals Emergent Reader by Teachers Pay Teachers
<https://www.teacherspayteachers.com/Product/I-Like-Animals-Emergent-Reader-875397>

ART OR SCIENCE ACTIVITIES

Science projects: YouTube has many videos of students performing science projects. Students can watch the videos and ask to **write** key words about the activity (e.g., what they liked, did not liked, what happened in the project, etc.). Some of the experiments are very simple and can be done at home. Some of the experiments also involved some type of writing. Here are some videos:

Ryan Learns Easy DIY Science Experiment for Kids with How to Make a Homemade Volcano by Ryan's World
<https://www.youtube.com/watch?v=pFeanxO4-E8>

Play/ 5 Weather Science Experiments! By WhatsUpMoms
<https://www.youtube.com/watch?v=2TE56FxH-ao>

Write Secret Messages with Invisible Ink! By Science Buddies
<https://www.youtube.com/watch?v=AOVD7WgFP2s>

School Science Projects Robotic Arm by DIY Projects
<https://www.youtube.com/watch?v=AOVD7WgFP2s>

Magic Paper Towel Art & Science Experiment For Kids- Surprise Drawings by Messy Little Monster <https://www.youtube.com/watch?v=RHDkzbZTUfU>

Baking Soda and Vinegar- Balloon Experiment-Science Project for Kids by MocomiKids https://www.youtube.com/watch?v=V_Hn6pT4M-Y

Art Projects:

Decorate core words: Teachers can ask students to make posters with core words they have to learn. Use crayons, colors, etc. and make sure to make it fun.

Coloring sheets. Print free or low-cost coloring sheets in which the students are asked to trace or write single words. Here are some available for free:

Swam Tracing Coloring Page by Trail of Colors <https://trailofcolors.com/swan-tracing-coloring-page/>

Bird Tracing Coloring Page by Trail of Colors <https://trailofcolors.com/printable-bird-tracing-coloring-page/>

Fruit Coloring Pages by Easy Peasy and Fun
<https://www.easypeasyandfun.com/fruit-coloring-pages/>

Twistynoodle.com has many free printable coloring sheets that can be used to teach the word, **write**.

Crafts. Many craft activities involve writing. Here are some links with great examples:

Kids Club Craft Stick Hot Cocoa Mug by Michaels
https://www.michaels.com/kids-club-craft-stick-hot-cocoa-mug/B_81891.html?epik=dj0yJnU9ajljRXBHc19WS0g1TjR1Y1ExVTcwMHF5UXdXM1RlWncmcD0wJm49ak0wYjl0MIQtUkxmNW5iTjNQNTNNZyZ0PUFBQUFBRI83VIBZ

Snowman Chain Craft by In the Bag. Kids' Crafts
<https://inthebagkidscrafts.com/snowman-chain-craft/>

Create cards for Valentines, Mother's day, birthdays, etc. and encourage the students to **write** a message to their loved ones.

Crafting Birthday Cards for Kids by Funhousetoys.org
<https://www.pinterest.com/pin/38351034317177193/>

USE OF APPS OR OTHER TECHNOLOGY

Students can request music or videos and parents can ask to **write** on google or on their devices what they want to watch. Make sure adults model the word while performing this activity.

There are many free/ low-cost apps that focus on tracing or writing letters, words and even sentences. When working with these apps, make sure the adult is

modeling the key word while performing the activity. Here are some useful apps.

[ABC kids-tracing & Phonics](#). Free app in which students work on letter formation, letter matching, and basic phonics. Ideas on how to model (e.g., oh now you have to **write** the letter E). Android, iPhone, and iPad available.

[LetterSchool](#). Free app designed for students to learn to trace and write letters and numbers in an animated way. Android, iPhone, and iPad available.

Handwriting Without Tears. A well-known program used in the schools and by occupational therapists to teach letter formation.

[This Is My Story](#). \$1.99. Students can build simple stories by filling in the blanks

[Storybird](#). Students can create their own books or poems.

[StoryBuilder](#). Students answer questions and a story is based on the answers the students provided. iPhone, iPad available

Teen Ink. Forums in which teenagers can share their writing

[Write About This](#). Students have to write a story based on pictures given.

WORD WALL: Create a WordWall and add **write** 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 Diana V Angeles.MS., CCC-SLP @ diana.v.angeles@gmail.com

Diana is a Spanish- Bilingual Speech Language Pathologist who has been working in moderate to severe classrooms serving students in the spectrum.

Thank you!

CORE WORD: **Draw**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

Drawing is an important part of children's development. It can help with cognitive development, coordination, writing, memory, and visual mapping of information. [Here is one article about why drawing is important.](#)

WAYS WE CAN USE THE WORD

REQUEST (e.g., I want to **draw**.)

COMMENT (e.g., I like to **draw**. Your drawing is pretty.)

PROTEST (e.g., I don't want to **draw**.)

ASK A QUESTION (e.g., What do you want to **draw**? What did you **draw**?)

DIRECT ACTION (e.g., **Draw** a cat)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can **draw** a personalized placemat for use at snack and mealtimes and talk about what they drew.

Circle: Teachers can use a whiteboard during circle and students can direct them to **draw** circle time content. For example, during an activity about the weather or feelings students can direct the teacher to "draw happy" or "draw sunny" using their AAC system. Students can use whiteboards to draw shapes

and work on fine motor and imitation skills. Students can use their AAC system to talk about their drawing.

Classroom jobs: Teachers or students can **draw** names from a hat to assign classroom jobs each week.

PLAY

Recess:

Teachers can bring chalk outside and let students know this is an option for outside play. Students can request to **draw** with chalk and teachers can ask about what they are drawing, or students can direct teachers or peers to draw specific items. Students can also tell others where to draw (on the concrete, on the easel, on the bricks, etc.)

Teachers and students can **draw** a chalk line or road for students to ride tricycles on.

Toys/games:

Etch-a-sketch provides students with a different sensory experience as they turn knobs to **draw** and shake the toy to make the drawing disappear. Students can comment about what they draw and how the drawing goes away.

During Bingo number, language, or literacy activities teachers can **draw** pictures from a bag or box. Students can request a turn to **draw** the picture from the bag or box themselves.

Students can play Pictionary and use their AAC devices to say whose turn it is to **draw**.

Students can **draw** with a magnetic drawing pad and stylus and talk about their drawing.

Students can **draw** or direct others to draw body parts while playing Hangman.

READING

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

Harold and the Purple Crayon by Crockett Johnson

https://www.youtube.com/watch?v=EpH93OZV_yc

The Pencil by Allan Ahlberg

<https://www.youtube.com/watch?v=EGujTipctv0>

The Art Lesson by Tomie Paola

<https://www.youtube.com/watch?v=ss9a-y9hsCc>

Harold y el Lapiz Color Morado

<https://www.youtube.com/watch?v=Hosl7UhkkWI>

The Drawing Lesson by Mark Crilley

<https://www.amazon.com/Drawing-Lesson-Graphic-Novel-Teaches/dp/0385346336>

SOCIAL INTERACTIONS AND VIDEO MODELING

Social Interactions:

Students can **draw** together on a large piece of butcher paper to create a group mural. Teachers can facilitate taking turns and sharing space as well as commenting on what the students are drawing.

Teachers can facilitate a group activity where students **draw** on windows with window markers. Students can talk about what they draw and ask other students for turns with markers and spray bottles to spray their drawings.

Video modeling:

[Draw with Akili and Me](#)

[Super Simple Draw](#)

[How to Draw Ed Emberly's Lion](#)

SENSORY MOTOR

Students can use their fingers, popsicle sticks or even toy cars or animals to **draw** in shaving cream, finger paint or pudding (check for allergies).

Students can **draw** to music. Teachers can talk about how they students perceive the sounds and about the senses of seeing, hearing, and touching.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Drawing Things Me Love](#)

<https://www.youtube.com/watch?v=bX-5BpW-iSw>

[AAC Activity: Describing a Drawing](#)

For older students:

[The Artist Who Draws with Her Eyes](#)

[Barenaked Ladies: Drawing](#)

<https://www.youtube.com/watch?v=EtKSduFSem0>

STRUCTURED ACTIVITIES

Teachers and students can discuss the word **draw** during higher level literacy activities involving multiple meanings (draw the water, draw a name from a hat, draw a picture, draw on your resources, draw out the argument, draw a card), drawing conclusions, as well as figurative language (draw the line).

Teachers can introduce **drawing** along with body awareness, pre-writing skills and imitation skills using the [Matman](#) curriculum.

Students can learn to use their visual skills for communication using [Sketchnoting](#), [Comic Book Conversations](#), and other techniques in which students **draw** what they are thinking, feeling, and hearing.

ART OR SCIENCE ACTIVITIES

Students with different physical abilities can engage in **drawing** activities using [adapted drawing tools](#) teachers can make themselves.

Students can **draw** what they see during observational science lessons. Drawing aids in memory.

USE OF APPS OR OTHER TECHNOLOGY

[*Draw with Hearts Happy Valentine's Day*](#)

[*Squiggles*](#)

[*Doodle Buddy*](#)

How to Freehand Draw using iOS Switch Control

<https://kpronline.com/blog/how-to-freehand-draw-using-ios-switch-control/>



Adapted drawing tools:

BOOM cards:

[Learning to Draw Shapes by Speech in the City](https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch[]=special&sort=score&order=-1)

[https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch\[\]=special&sort=score&order=-1](https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch[]=special&sort=score&order=-1)

[Getting My Blood Drawn Social Stories and Activities by Comprehension Connection](https://wow.boomlearning.com/deck/getting-my-blood-drawn-social-story-and-activities-DT4xQ9gcNP4GbynQG)

<https://wow.boomlearning.com/deck/getting-my-blood-drawn-social-story-and-activities-DT4xQ9gcNP4GbynQG>

WORD WALL: Create a WordWall and add '**draw**' 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 Jamie Deiner at deinerj@sfusd.edu.

Thank you!

CORE WORD: Cold

(Note: Many activities in this worksheet are intended to be introduced in tandem with the Hot Activity Sheet)

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

DESCRIBE (e.g., This ice cream is so **cold**.)

EXPRESS A FEELING (e.g., My feet feel **cold**!)

SHARE PHYSICAL NEEDS (e.g., It is too **cold** in this room.)

REQUEST (e.g., Can I have a **cold** drink?)

ROUTINES AND SCHEDULES

Washing Hands: While students wash their hands, adults can demonstrate varying temperatures such as, **cold**, warm and (a little hot), (being careful with extremes). Adults can demonstrate how they adjust the faucets to change the temperature of the water. When the temperature changes, adults can describe the shared sensation on their hands by stating "This is what **cold** feels like!". For contrast, adults can describe what warm and hot feels like as well for a well-rounded experience.

Bath Time: Adults/parents can fill a cup with **cold** water and give it to the child to pour into bath water. Adults can facilitate conversation, by talking about the different temperatures, (e.g., "This water is cold! You can feel it. Let's pour it in the bath and see if it makes the bath water feel colder. Should we put more cold in or try hot this time?").

Monthly Calendar/Seasons: Adults can discuss how the temperature outside changes throughout the year as the seasons change.

Arrival- Discussing Types of Clothing: During Fall and Winter, adults can talk about how the air gets colder which means one needs to wear warm clothes like jackets to keep our body from getting too **cold**. When adults assist students in putting on their jackets, they can talk about how it's **cold** outside and that we need our jackets to keep us warm.

Snack/mealtimes: Adults and students can discuss preferred foods that are different temperatures. Adults can facilitate conversation by saying things like: "Tell me about some foods that you like to eat **cold**. What about drinks? What do you have in your lunch today that is cold or hot?"

PLAY

Toddler Time – Hot and Cold Activity (using cold water with ice and hot/warm water):

Directions: Place a mat on the floor or bring the activity outside, (keeping in mind that the student(s) may get a bit wet throughout the activity). Adults can provide two containers, one filled with cold water and ice, and the other with hot water (obviously not scalding). The resource, *Growing Play blog* suggested using two foam mats, (one blue and one red as examples) or even colored paper) to contrast the two containers to reinforce the concepts.

Adults can provide the student with a big spoon and instruct them to transfer some of the ice from the cold container into the container filled with warm/hot water so they could watch the ice melt.

Adults can model use of the target words using their voice and the AAC system, discussing what the students were experiencing. Some examples may include: "The ice in the blue bin is so **cold!** I wonder what will happen if we put some of the cold ice into the hot water? What happened?!"

To assess for understanding of such concepts, (receptively, adults can have students identify which container felt cold or hot, by saying "Show me the cold water" or "Point to the one that is cold".



Picture by GrowingPlay Blog

See full blog [post](http://growingplay.blogspot.com/2012/06/toddler-time-hot-and-cold.html) at: <http://growingplay.blogspot.com/2012/06/toddler-time-hot-and-cold.html>

READING

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

The Snowy Day | By Ezra Jack Keats | YouTube [Read Aloud](#) by EJK Foundation

A classic story about a boy named Peter who experiences his first snow day. He learns what it's like to dress warm for the **cold** weather and explores the city streets for snowy activities.

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

Too Hot? Too Cold? | By Caroline Arnold | YouTube [Read Aloud](#) by Diane Adra

Readers will learn how people and animals adapt to hot and cold climates by adjusting their body temperature. Our bodies help us feel just right when we are

in places that are too hot or too **cold**! We can help our bodies by wearing the right clothes.

<https://www.youtube.com/watch?v=dg6ha-C-Ebo>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Hot and Cold Water Science Experiment](#) | Video by Kids Science

A video of a science experiment is contained in the link below! Students can view the video before engaging in the experiments themselves and adults can provide scaffolded support during the lesson and also preview the process so that they would know what to expect. Students can watch and see how the **cold** water changes the balloon!

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

[Cold Water Sinks, Warm Water Rises](#) | Video by George Mehler

Another video science experiment is found in the link below! Watch how the **cold** water sinks and the hot water stays at the top.

<https://www.youtube.com/watch?v=bN7E6FCuMbY>

SENSORY MOTOR

Sensory Bin with Cold Water and Ice: In a large bin or container, adults can fill it with about an inch of water and add a few ice cubes. Adults can model the use of targeted core vocabulary and/or expand on the student's utterances to enhance the sensory experience. Adults might ask, "Are you touching the ice with your fingers? They may comment, "Yes, it's very **cold**!" They might ask another question such as: "Is it making your fingers **cold**?"

Additionally, adults can add some small objects or toys to further add to the sensory experience and help continue to engage the student in the activity. Adults can also provide a spoon and something to stir into the water (e.g., flour, food coloring, glitter, etc.) to extend their play and add on another element after the ice has melted. It's important to keep the learning fun!

PS: This would be a fun outside sensory activity for a hot day, too.



Picture from Fun at Home with Kids

See full blog [post](https://www.funathomewithkids.com/2013/03/super-easy-sensory-play-ice-and-warm.html?m=1) at: <https://www.funathomewithkids.com/2013/03/super-easy-sensory-play-ice-and-warm.html?m=1>

VIDEOS, MUSIC, ANIMATED SHORTS

[Winter Vocabulary – Learn to Talk about the Winter Season](#) | Video by Easy English

Learn some simple words related to **cold** weather and the winter season!

https://www.youtube.com/watch?v=S_8M83PSncE

[FROZEN](#) | Let it Go Sing Along | Video by Official Disney UK

A fan-favorite, Disney classic movie's most popular song! Sing along with students and Elsa! "The **cold** never bothered me anyway"!

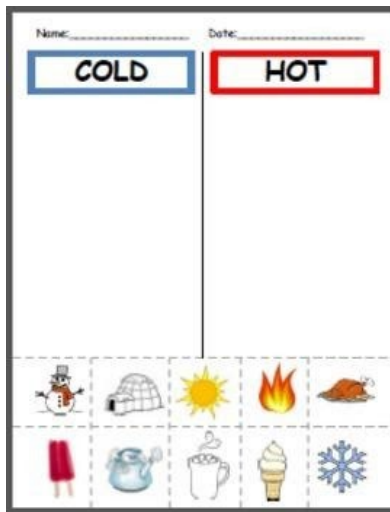
<https://www.youtube.com/watch?v=L0MK7qz13bU>

STRUCTURED ACTIVITIES

Hot and Cold Sorting Activity: Students can learn word opposites by practicing sorting and placing items in the respective hot or **cold** columns. If a student is unfamiliar with an item, adults can provide context through language, picture visuals, videos, or a sensory experience. Students can put the correct item in the paper pocket!

One example of sorting activity from Lakeside Learning via TeachersPayTeachers.com:

<https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-and-Center-1441229>



Picture Sample by Lakeside Learning via TeachersPayTeachers.com

Another example by ChalkDots via TeachersPayTeachers.com:

https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-4555778?utm_source=Pinterest&utm_campaign=Hot+vs+Cold+Items+Sorting+Cards+%28PIA%29



Picture by ChalkDots via TeachersPayTeachers.com

ART OR SCIENCE ACTIVITIES

SCIENCE

****List of materials for all of the following science experiments below**** via [A Little Pinch of Perfect Blog](#)

- Voss Water bottle (or any plastic bottle)
- Red and blue food coloring
- Thermometer
- Water balloons
- Ice cube tray
- Glass measuring cups

Frozen Water: Fill water bottles half full with water. Mark the water line with a marker or rubber band and place in the freezer until completely frozen. Invite students to observe the change in water levels in its new frozen state. The Ice Line should be above the original water line from its liquid state because the molecules expand in its solid state. Adults can explain to students that when water gets very **cold**, it turns to ice!



Picture by A Little Pinch of Perfect

Red and Blue Food Coloring Race: Adults can fill one tall container with ice cold water and another tall container with (moderately) hot water. Students can add a few drops of red food coloring in the hot bottle and some in the blue bottle with cold water and students can watch and see what happens. (This

experiment is very fast so don't look away!). Technically, one could use whatever color food coloring on hand, but since red and blue helps to reinforce the difference in temperatures, those colors were utilized. The blue food coloring should move slower through the water compared to the red food coloring because the water molecules in the hot water have more energy and move faster than the water molecules in the **cold** water. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Hot and Cold Balloons: Fill small balloons with some air. (We used water balloons). Make them relatively the same size. Place one in cold water and one in hot water. (We used a pink balloon for the hot water and the blue balloon for the cold water). The hot water balloon should get larger as the air expands as it gets warm and the **cold** water balloon should shrink as the air inside condenses. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Thermometer Reading: After the balloon test, we can now use our thermometer to measure the water temperatures and then write the temperature on our Hot and **Cold** Molecule Craft (See above activity). Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

ART

Hot and Cold Molecule Craft: Students can glue, (created) molecules, (and such can be created by using beads, glitter, beans, etc.) in the labeled hot and cold cups, (where they can demonstrate their understanding of hot and **cold**).

The illustrated hot molecules should be spread out and moving around while the cold molecules should be condensed and slow moving. Head to A Little Pinch of Perfect's page to get your free printable art worksheet for learning about hot and cold water molecules! <https://alittlepinchofperfect.com/learn-hot-cold-temperature-science-experiments-kids/>



Picture by A Little Pinch of Perfect

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: hot, **cold**, different, same, many, few, down, up and more!

MarcoPolo Weather app (The Weather Learning Game): Free in Apple Store. An app about exploring different weather patterns – including snow and the **cold** air!

[**Kids Learning – Photo Touch Concepts \(Innovative Investments Limited\)**](#): An educational game that supports the learning of opposite concepts including hot and **cold**!

WORD WALL: Create a WordWall and add '**core word in bold**' 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 [**Amy Burt @ amyaburt@gmail.com**](mailto:amyaburt@gmail.com).
Thank you!

CORE WORD: **Hot**

(Many activities in this worksheet are intended to be introduced in tandem with the Cold worksheet)

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

DESCRIBE (e.g., This tea is so **hot**!)

EXPRESS A FEELING (e.g., I am feeling very **hot** right now.)

SHARE PHYSICAL NEEDS (e.g., It is too **hot** in this room.)

REQUEST (e.g., Can I have a **hot** drink?)

ROUTINES AND SCHEDULES

Washing Hands: While students wash their hands, adults can demonstrate varying temperatures such as, cold, warm and (a little **hot**), (being careful with extremes). Adults can demonstrate how they adjust the faucets to change the temperature of the water. When the temperature changes, adults can describe the shared sensation on their hands by stating "This is what cold feels like!". For contrast, adults can describe what warm and **hot** feels like as well for a well-rounded experience.

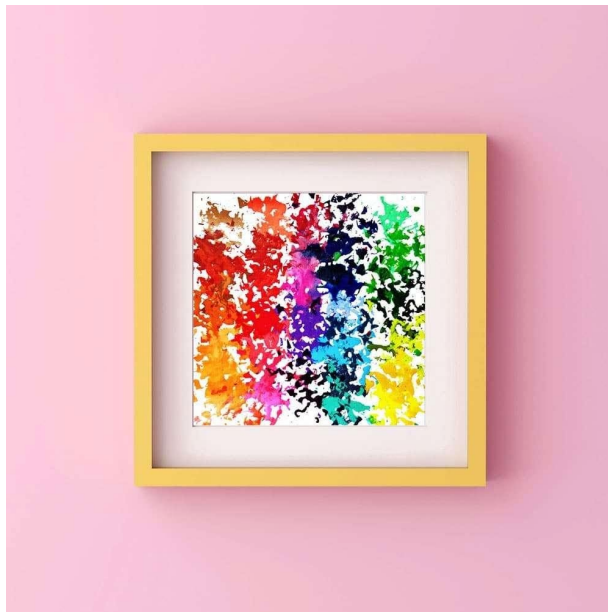
Bath Time: Adults/parents can fill a cup with **cold** water and give it to the child to pour into bath water. Adults can facilitate conversation, by talking about the different temperatures, (e.g., "This water is cold! You can feel it. Let's pour it in the bath and see if it makes the bath water feel colder. Should we put more cold in or try hot this time?").

Monthly Calendar/Seasons: Adults can discuss how the temperature outside changes outside throughout the year as the seasons change. During Spring and Summer, it gets hotter outside which means we can wear clothes like shorts and flip flops. We can wear certain clothes to help our bodies adjust to the temperature so we can feel just right. We do not want to get too **hot** or too cold!

Snack/mealtimes: Adults and students can discuss preferred foods that are different temperatures. Adults can facilitate conversation by saying things like: "Tell me about some foods that you like to eat **hot**. What about drinks? What do you have in your lunch today that is cold or hot?"

PLAY

DIY Melted Crayon Art: Students and adults can make beautiful art out of old broken crayons with a few materials by simply making it **hot**. Students can spark their creativity with this easily customizable project. Simple steps include: select your crayons, make them into shavings using a sharpener, design on canvas in a pattern of student's choice, cover with wax paper, and lastly adding heat from a hair dryer. In depth instructions can be found at <https://barleyandbirch.com/2020/06/make-diy-melted-crayon-art/>



Picture by Amanda Eldridge on BarleyandBirch.com

READING

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

[Is it Warm Enough for Ice Cream?](#) | by Violet Peto | YouTube Read Aloud by Lara Lee Kurutz

A simple and fun introduction to the changing seasons and different weathers. Students can learn about various temperatures and see the different activities to do on a **hot** day outside.

<https://www.youtube.com/watch?v=IPev5DpiEdc>

Too Hot? Too Cold? | By Caroline Arnold | YouTube [Read Aloud](#) by Diane Adra

Readers will learn how people and animals adapt to hot and cold climates by adjusting their body temperature. Our bodies help us feel just right when we are in places that are too **hot** or too cold! We can help our bodies by wearing the right clothes.

<https://www.youtube.com/watch?v=dg6ha-C-Ebo>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Hot and Cold Water Science Experiment](#) | Video by Kids Science

A video of one of the science experiments is explained below! Students can view the video before engaging in the experiments themselves with adults scaffolding the lesson and previewing the process so they know what to expect. Watch how the **hot** water changes the balloon!

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

[Cold Water Sinks, Warm Water Rises](#) | Video by George Mehler

Another video is provided of the science experiments described below! Watch how the cold water sinks and the **hot** water stays at the top.

<https://www.youtube.com/watch?v=bN7E6FCuMbY>

SENSORY MOTOR

Warm Sensory Play for A Cold Day: On a cold day, adults can create a sensory play experience for the student by warming up uncooked rice in the microwave. Adults should of course make sure the rice is not too hot, but rather mildly hot or warm. Making the rice **hot** incorporates a different spin on sensory play and can be introduced to reinforce the concept of varying temperatures. Adults can add small toys or objects to the rice (after it was microwaved) to make the experience more fun and engaging! See more on Surprisingly Special's blog [post](#).

<https://surprisinglyspecial.com/2016/01/13/warm-sensory-play-for-a-cold-day/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Mr. Sun, Sun, Mr. Golden Sun](#) | Kids Songs | Super Simple Songs

Students can sing along to a classic song about the sun shining down on **hot** days.

<https://www.youtube.com/watch?v=hlzvrEfyL2Y&list=RDkBoHLblicxY&index=4>

[Disney's Sebastian](#) | **Feeling Hot Hot Hot** | **The Little Mermaid**

A classic song from a Disney classic The Little Mermaid sung by Sebastian the crab. Sebastian sings about feelin' **hot!**

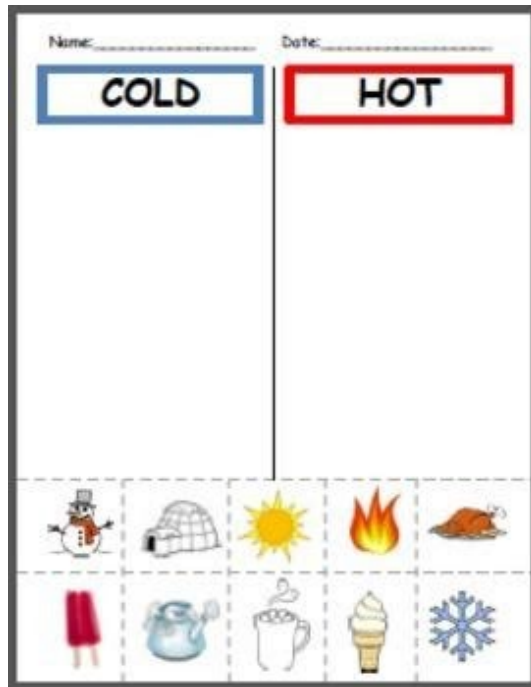
<https://www.youtube.com/watch?v=wFUv5GpECf0>

STRUCTURED ACTIVITIES

Hot and Cold Sorting Activity: Students can practice sorting word opposites by placing items in the respective **hot** or cold columns. If a student is unfamiliar with an item, adults can provide context through language, picture visuals, video, or a sensory experience. Students can put the correct item in the paper pocket!

One example of a sorting activity is from Lakeside Learning via TeachersPayTeachers.com:

<https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-and-Center-1441229>



Picture Sample by Lakeside Learning via TeachersPayTeachers.com

Another example by ChalkDots via TeachersPayTeachers.com:

https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-4555778?utm_source=Pinterest&utm_campaign=Hot+vs+Cold+Items+Sorting+Cards+%28PIA%29



Picture by ChalkDots via TeachersPayTeachers.com

ART OR SCIENCE ACTIVITIES

SCIENCE

****List of materials for all of the following science experiments below**** via [A Little Pinch of Perfect Blog](#)

- Voss Water bottle (or any plastic bottle)
- Red and blue food coloring
- Thermometer
- Water balloons
- Ice cube tray
- Glass measuring cups

Red and Blue Food Coloring Race: Adults can fill one tall container with ice cold water and another tall container with (moderately) hot water. Have the student drop a few droplets of red food coloring in the hot bottle and blue food coloring in the cold water and watch! (This experiment is very fast so don't look away!). Technically, one could use whatever color available but since red and blue help to reinforce the difference in temperatures we used those specific colors. The blue food coloring should move slower through the water compared to the red food coloring because the water molecules in the **hot** water have more energy and move faster than the water molecules in the cold water. Idea by [A Little Pinch of Perfect blog](#).



Picture by A Little Pinch of Perfect

Hot and Cold Balloons: Fill small balloons with some air. We used water balloons. Make them relatively the same size. Place one in cold water and one in hot water. (We used a pink balloon for the hot water and the blue balloon for the cold water). The **hot** water balloon should get larger as the air expands as it gets warm and the cold water balloon should shrink as the air inside condenses. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Thermometer Reading: After the balloon test, utilize your thermometer to measure the water temperatures and then we write the temperature on the **Hot** and Cold Molecule Craft (See above activity). Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

ART

Hot and Cold Molecule Craft: Have children glue molecules (represented by beads, glitter, beans, etc.) in the hot and cold cups in order to demonstrate their understanding of **hot** and cold. The hot molecules should be spread out and moving around while the cold molecules should be condensed and slow moving. Head to A Little Pinch of Perfect's page to get your free printable art worksheet for learning about hot and cold water molecules!

<https://alittlepinchofperfect.com/learn-hot-cold-temperature-science-experiments-kids/>



Picture by A Little Pinch of Perfect

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: **hot**, cold, different, same, many, few, down, up and more!

MarcoPolo Weather (The Weather Learning Game): Free in Apple Store. An app about exploring different weather patterns – including sunny **hot** days!

Kids Learning – Photo Touch Concepts (Innovative Investments Limited): \$0.99 in the Apple Store. An educational game that supports the learning of opposite concepts including **hot** and cold!

WORD WALL: Create a WordWall and add '**core word in bold**' 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 Amy Burt @ amyaburt@gmail.com.
Thank you!

CORE WORD: **Great**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

GOSSIP (e.g., I heard she did not do **great** on her test.)

ENDING A CONVERSATION (e.g., It was **great** talking to you!)

COMPLIMENT (e.g., You have such **great** hair!)

DESCRIBE (e.g., She is supposed to be a **great** piano player.)

COMMENT (e.g., Oh **great**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can make comments about how their food tastes. Adults can model on students' devices "food tastes **great**" or "food does not taste **great**."

Circle: At the beginning of each week, adults can have students share what they did over the weekend and have them say if their weekend was **great** or not great. If students feel comfortable, they can also share why their weekend was great or not great.

PLAY

Recess

Students can make comments to their friends during recess.

e.g., “that was a **great** game!”, “that is a great idea!”

READING

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

The Great Eggscaper! By Jory John-Read by Storytime Anytime

https://www.youtube.com/watch?v=xm54lxVCb_A

A Little Spot of Feelings by Diane Alber-Read by Moomi Family

<https://www.youtube.com/watch?v=YC3SQnoggjM>

SENSORY MOTOR

Students and adults can take turns exploring different textures, such as slime, shaving cream, putty, etc. and discuss whether it feels **great** or not **great**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice giving compliments by choosing one thing they like about their peers and complimenting them on

it.

Giving Compliments!	
<p>Sometimes it is nice to give our friends compliments. Compliments make us feel great! Here are some compliments we can give to our friends:</p> <p>If you like your friend's hair</p> 	<p>You have great hair!</p> <p>I like your hair today.</p> <p>Your hair looks nice.</p>
<p>If you like your friend's clothes</p> 	<p>That is a great outfit!</p> <p>I like your shirt.</p> <p>You have nice shoes!</p>
<p>Other compliments</p> 	<p>You are a great friend!</p> <p>You are great at this game!</p>

VIDEOS, MUSIC, ANIMATED SHORTS

Greatest Show-The Greatest Showman

<https://www.youtube.com/watch?v=kkjhqJ55l1I>

It's Gonna be Great by Jim Cummings and Bud Luckey (Winnie the Pooh)

<https://www.youtube.com/watch?v=aHM5DHdVoEY>

STRUCTURED ACTIVITIES

Students can share with adults and their peers the things that make them feel **great**. Adults can create a chart and display it in the

Things That Make Us Feel Great!

Miss Abbie feels great <u>when she takes a nap.</u>
_____ feels great when _____
_____ feels great when _____

classroom

ART OR SCIENCE ACTIVITIES

Students/Adults can create a portrait of themselves doing the things that make them feel **great**!

WORD WALL: Create a WordWall and add '**great**' 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 Abbie Duarte @ aduarte3@mail.sfsu.edu .
Thank you!

Abbie Duarte is a second-year 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, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Tomorrow**

For Educators, Related Service Providers and Parents

Recasting

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WAYS WE CAN USE THE WORD

PROVIDE INFORMATION (e.g., She needs a crayon **tomorrow**.)

COMMENT (e.g., That cake will be ready **tomorrow**.)

DESCRIBE (e.g., **Tomorrow** will be sunny)

PROTEST (e.g., No, I don't want to go **tomorrow**!)

AFFIRMATION (e.g., Yes, I will do that **tomorrow**. Yes, he needs that to sleep **tomorrow**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate what they want for snack **tomorrow**.

Adults can ask the student "Do you want this tomorrow?" while offering a specific food or drink. Students can respond by indicating 'yes/no' towards the preferred food that they want tomorrow. The adult can model the word tomorrow on the AAC by saying "You want snack tomorrow." On their AAC device, the child can use the word 'tomorrow'. (e.g., "I want snack tomorrow.")

Circle: Adults can create a structured activity where the opportunity to use the word **tomorrow** is high. For example, the group can sing "The 7 Days of the Week" listed in the videos below. The teacher can model the word 'tomorrow' to the students by showing them that 'today' is Monday and that 'tomorrow' is Tuesday. The students can participate and follow along by using the word 'tomorrow' on their AAC device to indicate that Tuesday is 'tomorrow.' The

more repetition, the better. If this is a new concept, visual support for choices for a response is important.

SunnySideUp Kids Songs Days of the Week | Peacock Jr.
<https://www.youtube.com/watch?v=IRnnLPjRn84>

The 7 Days of the Week | The Learning Station
<https://www.youtube.com/watch?v=3tx0rvuXIRg>

PLAY



Dolls: If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the doll on Monday. The adult can then model 'tomorrow' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the doll from Monday to Tuesday. The adult can then instruct the student to do the same thing with their doll. The child can make the doll walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

Stuffed Animals: If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the stuffed animal on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the stuffed from Monday to Tuesday. The adult can then instruct the student to do the same thing with their own stuffed animal. The child can make the stuffed animal walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

Puppets: If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the puppet on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the puppet from Monday to Tuesday. The adult can then instruct the student to do the same thing with their puppet. The child can make the puppet walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

Action Figures: If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the action figure on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the action figure from Monday to Tuesday. The adult can then instruct the student to do the same thing with their action figure. The child can make the action figure walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

Recess:

Sandbox: At the end of free play Adults can instruct students to describe what they want to build in the sandbox **tomorrow**. For example, "Tomorrow I want to _____," "Tomorrow I will build_____."

Basketball (shooting hoops): Adults can instruct small teams of students to take turns shooting hoops. Adults can then instruct students to talk about which team they would like to be a part of **tomorrow**. For example, "Tomorrow I want to be in that team," or "Tomorrow I want to be on the red team."

Playground: Adults can instruct students to describe which playground structures they would like to play on **tomorrow**. For example, a student can say "Tomorrow I will play on the swings."

READING

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

1. Tomorrow's Alphabet | Eunice Books and Words
<https://www.youtube.com/watch?v=pi-ahC4PpVc>

Adults can model the word **tomorrow** on the student's communication system each time it is read. This creates many opportunities to practice using this core word.

2. Tomorrow Most Likely | Ader Family Homeschoolers
<https://www.youtube.com/watch?v=T1pds9evqg>

Adults can model the word **tomorrow** on the student's communication system each time it is read. This creates multiple opportunities to practice using this core word.

3. Read Aloud: Tomorrow I'll Be Brave by Jessica Hische | Dr. Chantel Scott
<https://www.youtube.com/watch?v=H9qEBKHqMo0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, these videos show us how the word tomorrow can be used in a school setting. Adults can also model using words to say "see you **tomorrow**"

Video Model "See You Tomorrow | Villa Speech

<https://www.youtube.com/watch?v=7W23N6F1om4>

To play on a loop, right click and select "loop"

SENSORY MOTOR

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. The adults can instruct students to paint a scene that depicts something that they would like to do **tomorrow**. Once the students have completed their painting, the adults can instruct the students to present their painting to the group. They must start presenting their painting by using the phrase "**Tomorrow** I want to _____" For example, a student can say "Tomorrow I want to play with the dollhouse."

STRUCTURED ACTIVITIES

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

VIDEOS, MUSIC & ANIMATED SHORTS

Adults can target **tomorrow** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

"Annie" (1982) - Tomorrow | Serbianhuddle
<https://www.youtube.com/watch?v=Yop62wQH498>

Tomorrow | Chris Young
<https://www.youtube.com/watch?v=ETVjll5eR88>

Tomorrow | BTS
<https://www.youtube.com/watch?v=Mlb8ckTwPzg>

ART OR SCIENCE ACTIVITIES.

The day before Valentine's Day, students can make a "Valentine's Day Paper Tree" to give as a valentine. Once students complete their tree, they can be instructed to tell their peers who they will give their valentines tree to, tomorrow. For example, "Tomorrow I will give my tree to my mom." Adults can model the word tomorrow on the student's AAC so that the student can also use the word when appropriate.

<http://www.housingaforest.com/valentines-day-tree-paper-craft/>



USE OF APPS OR OTHER TECHNOLOGY

Adults can use this app or similar apps to show students how to plan for tomorrow.

Google Calendar | Google

Calendar App | IOS

Adults can ask students what they would like to do **tomorrow** during the school day. The students can then inform the adult about what they would like to eat during snack time, what they would like to play during recess, and what they would like to make during arts and crafts time. The adult can then input this into the schedule for tomorrow's classroom activity. During this discussion, the adult can model the word 'tomorrow' on the AAC every time that it is used during the conversation. The child can also indicate the word 'tomorrow' whenever appropriate.

WORD WALL: Create a Word Wall and add "**tomorrow**" 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 [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she 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: **Sorry**

For Educators, Related Service Providers and Parents

Recasting

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WAYS WE CAN USE THE WORD

GAIN INFORMATION (e.g., Who is **sorry**?)

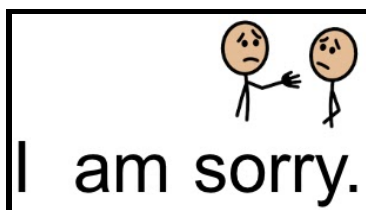
SHARE INFORMATION (e.g., They are **sorry**.)

APOLOGIZE (e.g., I am so **sorry**!)

COMMENT (e.g., What a **sorry** sight.)

ROUTINES AND SCHEDULES

During free play or times during the school day when disagreements or conflicts arise, these can be opportunities to say "**sorry**". Pre-teach what feeling sorry means and model use of it with students. Adults can create a conflict resolution quick sheet for students where they say sorry at the end. Adults can then have students role play and practice saying it so they feel comfortable using the word. If the student needs more prompting or review, the adult can utilize a visual icon with the word 'sorry' on it and even a low-tech sentence strip.



*Courtesy of TouchChat with WordPower application.

PLAY

The adults and students can play the Sorry! game saying **sorry** during the game. As students take turns, if they knock someone out of their place, they can practice saying, "Sorry!" Another game that can be used is Battleship, in which students say they are sorry after sinking their opponent's battleship.

READING

For this week's core word, adults can talk about the characters in the story and discuss if they feel **sorry**.

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

Book Read Aloud: MARTHA DOESN'T SAY SORRY by Samantha Berger
https://www.youtube.com/watch?v=Y_71fSy7ftA read by/courtesy of RISE Center at Home (Students and adults can locate "**sorry**" on communication board/device each time they see the word in the story).

Book Read Aloud: START WITH SORRY by PT Finch
<https://www.youtube.com/watch?v=CQJz0sVtoYA> read by/courtesy of Literary Mango. (Talk through this children's empathy story about what made Luna get upset and act on her anger. Then talk about how she not only said sorry to her brother Asher but chose actions to help him feel better again.)

Book Read Aloud: ARE WE STILL FRIENDS? by Ruth Horowitz
<https://www.youtube.com/watch?v=oWGpyZyPall> read by/courtesy of Ader Family Homeschoolers. (Discuss the friendship between Beatrice and Able and what happened to make them upset. Then comment on how when they said sorry to each other they were able to repair their friendship.)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch these videos to see how and when you can say **sorry** to others. Expansion after watching videos is to role play and practice saying sorry to each other!

VIDEO - Franklin Says Sorry https://www.youtube.com/watch?v=CGDfOTI_42U courtesy of/ by Official Channel Of Franklin The Turtle. (Talk about what happened to upset Bear and what Franklin did to repair his friendship.)

VIDEO MODELING - Saying I'm Sorry | Little Mandy Manners | TinyGrads | Children's Videos | Character Songs
<https://www.youtube.com/watch?v=P44jq-EgpdQ> courtesy of/ by TinyGrads.
(Students and adults can discuss the different situations and opportunities shown in the video for apologizing and saying sorry.)

VIDEO MODELING - WSS Social Skills: Apologizing (2/26/18)
<https://www.youtube.com/watch?v=xnt6Dq07OU4> courtesy of/ by CanaskiTech. (Students and adults can discuss the situation shown in the video and the four steps to consider when apologizing.)

SENSORY MOTOR

Create a sensory salt tray to trace letters to spell **sorry**. Check out the website article below to learn how to make a sensory motor activity with salt. Try having students help make their own salt trays adding materials and choosing how to personalize it. After the salt boxes have been made, have students trace out letters to spell s-o-r-y. Expand this into a language activity by talking about the different objects being used and the vocabulary.



*Courtesy of Early Learning Ideas: Engaging Activities for Little Learners.

Activity: How to Make an Exciting Salt Tray in no Time – courtesy of/by Early Learning Ideas: Engaging Activities for Little Learners.
<https://earlylearningideas.com/salt-tray/>

VIDEOS, MUSIC, ANIMATED SHORTS

Sorry, Excuse Me | CoComelon Nursery Rhymes & Kids Songs
<https://www.youtube.com/watch?v=BG7oqAQsv-k> courtesy of/by Cocomelon - Nursery Rhymes. Sing along to the song highlighting the word **sorry**.

The Magic Words | Thank you, I'm sorry and please | HiDino Kids Songs
<https://www.youtube.com/watch?v=sPH2XYccIL0> courtesy of/ by HiDino Kids Songs With Fun Stories.

Justin Bieber - Sorry (Official Lyric Video)
<https://www.youtube.com/watch?v=8ELbX5CMomE> courtesy of/ by Justin Bieber.

Adele Hello lyrics <https://www.youtube.com/watch?v=VKliCOZ2Eo4> courtesy of/ by Khans Lyrics.

STRUCTURED ACTIVITIES

The students can talk about the word **sorry** in the stories that were read aloud such as the MARTHA DOESN'T SAY SORRY, START WITH SORRY, or ARE WE STILL FRIENDS? Focus on the word, sorry; have students find the word/icon in their AAC device or on a low-tech board.

For teaching how to use the word sorry, utilize TeachersPayTeachers "I am Sorry Visual - FREEBIE" activity courtesy of/by Love Speech Therapy by Betsy:
<https://www.teacherspayteachers.com/Product/I-am-Sorry-Visual-FREEBIE-4346035?st=5ee950657718dbd9cee8a5801f3ab7c7> to use visual supports around apologizing.

Utilize TeachersPayTeachers "Saying You're Sorry with Actions worksheet" activity courtesy of/by Special Needs for Special Kids:
<https://www.teacherspayteachers.com/Product/Saying-Youre-Sorry-with-Actions-worksheet-295256?st=605bd8f82cd993f4a13b313f7e96c48b> to have students read through scenarios and come up with a way to show the person feels sorry.

For an expansion activity, utilize TeachersPayTeachers "FREE I Am Sorry Letter" activity courtesy of/by Mental Fills Counseling Tools: <https://www.teacherspayteachers.com/Product/FREE-I-Am-Sorry-Letter-1556677?st=5ee950657718dbd9cee8a5801f3ab7c7> to provide students with an outline for writing a letter to someone when they are sorry.

ART OR SCIENCE ACTIVITIES

This art activity "Friends & Feelings: A Caring Card Kids Can Make" can be used to have students follow along and create whenever they apologize to someone and say **sorry**.



*Courtesy of Share and Remember Celebrating Child & Home.

Friends & Feelings: A Caring Card Kids Can Make – courtesy of/by Share and Remember Celebrating Child & Home
<https://www.thingstoshareandremember.com/friends-feelings-a-caring-card-kids-can-make/>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g., "I" "am" "**sorry**" etc.). The students can scramble the words to make phrases or sentences.

[Draw and Tell](#) - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific to the word **sorry** for the story, then share and talk with the student(s) about the story created.

[Bitsboard Pro](#): Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for '**sorry**' and find many corresponding boards to support learning the target word.)

Use [Clicker Writer](#) for writing words, phrases, or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**sorry**.'

WORD WALL: Add the word, "**sorry**" on the Word Wall.

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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com
Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.