CORE WORD: Hers

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

INDICATE OWNERSHIP (e.g., This seat in the middle is **hers**.)

GIVE A COMMAND (e.g., Give it back. It's **hers**.)

ASK QUESTIONS (e.g., Which car is **hers**?)

EXPRESS ADMIRATION (e.g., **Hers** is the best costume.)

ROUTINES AND SCHEDULES

Snack/mealtimes: When passing snack time items such as utensils and cups, adults can direct students to place items at specific table settings using phrases such as, "Can you please put that at Maria's spot? It's **hers**." Adults can also ask, "Whose is the blue cup?" and students can answer, "It's **hers**."

Circle: During Circle Time, adults can ask students to recall which items belong to which student in a memory game format. Adults can model the target word by saying, "Which name card is Beata's? **Hers** is the blue card." For practice utilizing the word, adults refer to desks, jackets, lunchboxes in the classroom and ask, "Which coat is Megumi's?" to which students can respond, "That green coat is **hers**."

PLAY

Toys and Games: When playing board games, adults can model the target word for students when handing out tokens and game pieces using sentences such as, "I'm giving the green token to Nuala. The green token is **hers**." While playing the game, adults can ask the group, "Whose turn is it?" and students can respond, "It's **hers**."

Recess: On the play structure, adults can note whose turn it is to go down the slide, swing on the bars, jump rope, or ride the tricycles by asking, "Whose turn is it? It's Rosie's. It's **hers**."

READING

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

The Hat by Jan Brett, video courtesy of Children's Book Read Aloud:

https://www.youtube.com/watch?v=c7pczdfznwk

When reading the story, the adults can comment, "The hedgehog found a woolen stocking. The stocking doesn't belong to Hedgie. It's Lisa's. It's **hers**." while referring to the picture of Lisa in the page's sidebar. This same structure can be used with the other animals and the clothing they find. "The dog found a sweater. The sweater belongs to Lisa. It's **hers**." In the final pages, when the animals are wearing Lisa's clothes, the adult can ask the student, "Whose stocking is this?" to which the student can practice replying, "It's **hers**," while pointing to Lisa running after the animals wearing her clothes.

Amazing Grace by Mary Hoffman courtesy of Children's Read Aloud Story:

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

While reading the story, the adult can discuss the pictures and incorporate the target word **hers**. "Do you see the cat? The cat belongs to Grace. It's **hers**." "The red boots are **hers**." Adults can also use the target word **hers** to refer to more abstract concepts. "Grace's classmates chose her to be Peter Pan in the play. The role of Peter Pan is **hers**!" "Nana taught Grace that she can be anything she wanted. The future is **hers**."

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice using **hers** when talking about peers' belongings, ideas, and experiences.

"The rainboots with the ladybugs are **hers**."

"The artwork with all the beautiful colors is **hers**."

"Sofia suggested we volunteer to clean up the bay shore for our class project. The idea was **hers**."

SENSORY MOTOR

During tabletop sensory motor activities, adults and students can talk about each student's work using the target word **hers**: "Mia made a bracelet with blue and yellow beads. The blue and yellow bracelet is **hers**."

Students and adults can play a version of musical chairs with a variety of chairs. After the music stops and the students sit down, adults can say, "Adriana was able to find a seat. The blue stool is **hers** this round." Or "Mae sat down. **Hers** is the wooden chair."

VIDEOS, MUSIC, ANIMATED SHORTS

Soar is a short, animated video by Alyce Tzue at TheCGBros about a young girl and a tiny pilot who has crashed and needs help getting back in the air.

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

This video has no dialogue. While watching the video, adults can model the use of **hers** with comments such as:

"She's going to try to make that model plane fly. The plane is **hers**."

"Those drawings on the table are **hers**."

"The idea to use the pencils to fix the plane was **hers**."

"The sketches he uses to fly at the end are **hers**."

For older students, *One Small Step* is a touching short, animated story about a father and daughter. The story deals with themes of death and regret so may be best suited to students who are in middle school and above.

One Small Step by TAIKO Studios.

https://www.youtube.com/watch?v=yYcpRSQ-irs

Adults can model the target word **hers** while watching the video:

"There are six candles on the cake. The birthday cake is **hers**."

"Her father gave her the box. The present is **hers**."

"She has a helmet and her father has a helmet. The small helmet is **hers**."

"Look at all the narrow houses. **Hers** is the house with all the steps."

"Do you see all the shoes in the entry way? The broken sandals are **hers**."

 "Look at all those shoes in the box. Those are all **hers**!"

"The spaceship is **hers**!"

STRUCTURED ACTIVITIES

Make flashcards with familiar people and the objects often associated with them. In order to increase interest, you can incorporate popular characters for your target age group such as:

Hermione Granger from *Harry Potter* and her wand

Katniss Eberdeen from *The Hunger Games* and her bow and arrow

Maleficent from Disney's *Sleeping Beauty* and her horns

Present the characters and each object associated with them and teach the word **hers**:
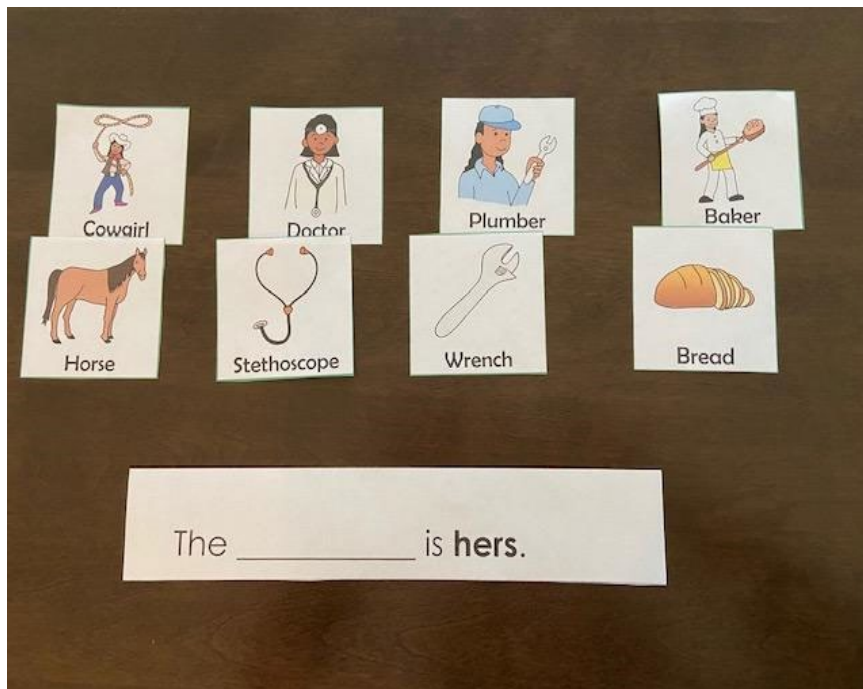
"The plumber has a wrench. The wrench belongs to the plumber. The wrench is **hers**." Be sure to model the target word on the AAC device.

Adults can next place each figure on the table and place the associated objects in a bag or box. The adult can draw the objects one by one and have the students place the object with the correct character while modeling and encouraging the students to express the target word. "The horse is **hers**."
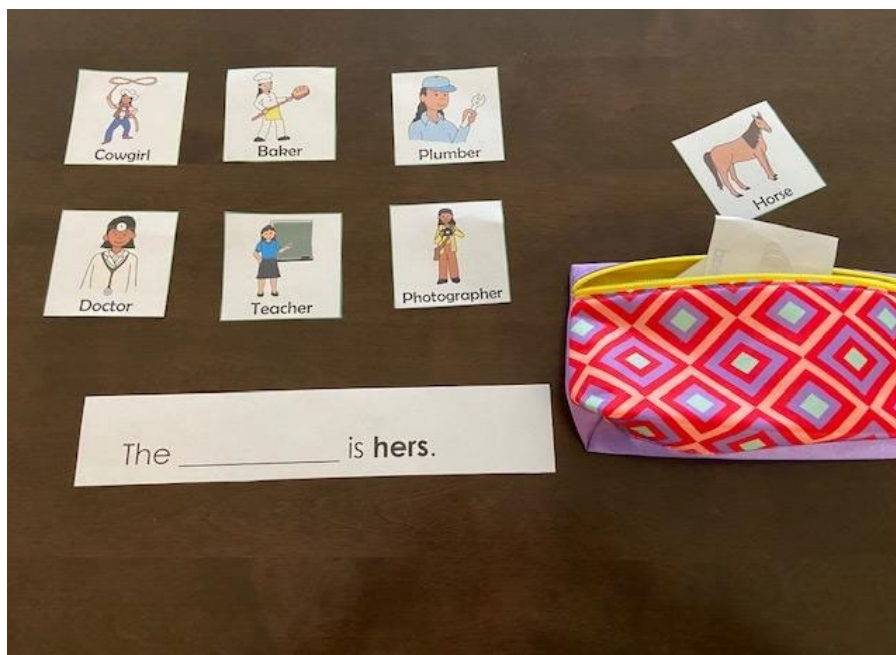
Lastly, play a memory game with the characters and their associated objects. While turning over the pair of cards, adults or students can say, "The bread is not **hers**." "The stethoscope is **hers**." "Hermione has a wand. The wand is **hers**."
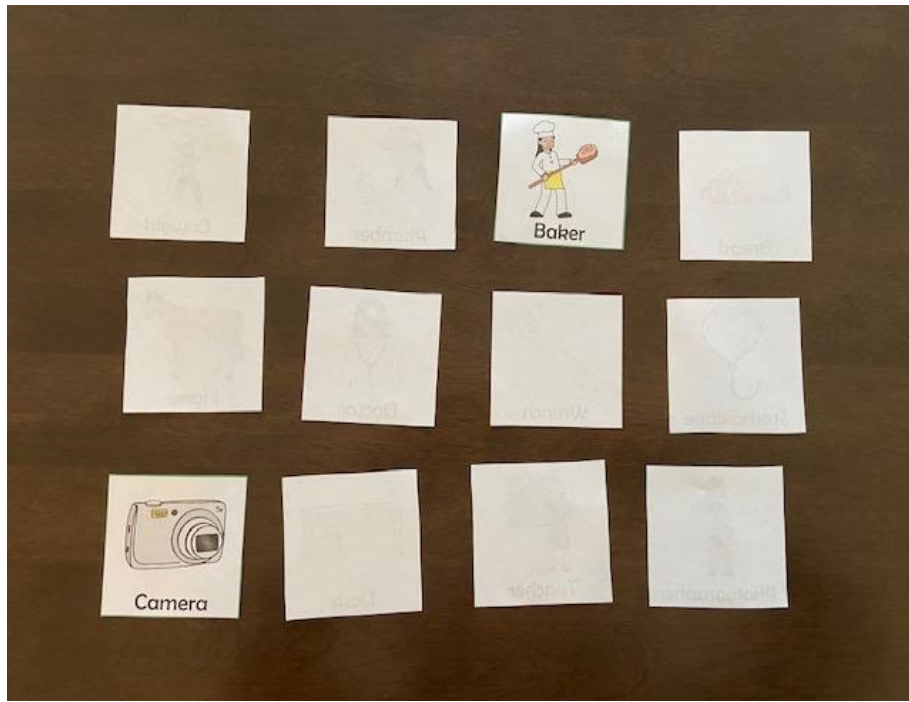
The flashcards in this section were made using LessonPix Custom Learning Materials found at LessonPix.com.

ART OR SCIENCE ACTIVITIES

Students can match baby animals with their mothers for a variety of animals: "The foal/duckling/calf/etc. is **hers**." Students can match pictures of baby animals with their mothers or find and talk about mothers and their babies while looking at books and pictures of farm scenes and while watching nature videos.

USE OF APPS OR OTHER TECHNOLOGY

Abitalk Pronouns from AbiTalk Incorporated provides structured practice for pronouns. You will need to purchase the full version at $2.99 to access the possessive pronouns. The free version allows access to personal pronouns only.

Resource: Lesson Pix at (LessonPix.com) Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities with a subscription to *LessonPix.com*. The cost is $36 per year.

WORD WALL: Create a WordWall and add **'hers'** 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 Moira Ikeda at mikeda@smfc.k12.ca.us.

Thank you!

CORE WORD: His

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., "**His** hair is brown")

Request (e.g., "I want **his** card")

Comment/compliment (e.g., "I like **his** shirt")

Protest/correct (e.g., "*Is this her toy?*" "No, it's **his** toy")

ROUTINES AND SCHEDULES

Snack/mealtimes: Each day adults and students can rotate volunteers who hand out lunch boxes and snacks. Adults can hand a lunchbox to the helper, one at a time, and ask, "whose is this?". Students can point and say, "this is **his**". You can also use this activity to practice other pronouns (her, you, they), as well as practice names.

Circle: Using pronouns to identify friends at circle time is a great way to give each other compliments, while also combining the target pronoun with other core words to describe someone. You can use a simple sentence starter, such as "I like ____ _____" and go around to each student and let them fill in the blanks. "I like **his** glasses". You can also target other pronouns, such as her, you, and they.

PLAY

Toys and Games:

Guess Who?! Guess Who is a fantastic game for practicing language skills, particularly describing. Because the other player cannot see what is being described, the student has to rely completely on their language skills. Also, kids love flipping down those little plastic card stands, so it is super motivating. Students can ask, "are his eyes green?" and students can also correct and describe, "no, his eyes are brown".

Recess:

Recess is a great time for practicing sharing and language can be a helpful way to keep track of who's turn it is to use which toy or play structure equipment. Adults can stand near the front of the line and ask, "who's turn is it?" and students can respond "it's **his** turn".

READING

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

[“They She He Me: Free to Be!” by Maya Gonazalez and Matthew SG; read aloud by the Disability Pride Philadelphia YouTube channel.](#) This is a fantastic children's book that not only helps provide a tool for targeting the use of gender pronouns, but it also helps discuss gender fluidity with younger kids.

[“Pete the Cat: I Love My White Shoes” by Eric Litwin with illustrations by James Dean; read aloud by the Whiteboard Entertainment Studios YouTube channel.](#) Throughout this book, the line "what color are his shoes?" is asked to the kids. They can answer, "**his** shoes are red!"

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice sharing by asking for a turn with another student's toy or activity ("I want to use **his** toy now")

SENSORY MOTOR

Adults can create a reusable sensory board or poster with a silly character. Make his clothes, hair, shoes, etc. out of different materials. Students can feel different parts of the board/poster and describe how it feels ("**His** shirt feels fuzzy", "**His** shoes feel sticky").

VIDEOS, MUSIC, ANIMATED SHORTS

[“Possessive Pronouns” video by The Infinite Academy.](#) This video is about all possessive pronouns, not just **his**, and it is more structured.

STRUCTURED ACTIVITIES

Adults can show pictures or videos with people and their different possessions (clothes, toys, books, etc.). These can easily be found on Google Image search or even by using picture books. To quickly assess current levels of comprehension, adults can prompt the student to "show me her shoes. Show me **his** shoes".

ART OR SCIENCE ACTIVITIES

Adults can set up art or science activities that require different students to have different tasks or jobs. Students can practice assigning roles by saying "**His** job is here" or "Her job is here" and assigning them to a station or table.

USE OF APPS OR OTHER TECHNOLOGY

Pronouns by Teach Speech Apps. This app covers all pronouns, not just **his**. This app has a very "test" feel to it, so I would recommend using it sparingly.

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 Wes Heidenreich @ heidenreichwes2@gmail.com.
Thank you!

CORE WORD: SHARE

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

DIRECT OTHERS (e.g., **share** with me/other person)

ASK QUESTIONS (e.g., can you **share**? More to **share?**)

REJECT (e.g., no **share!**)

GIVE INFORMATION (e.g., **share** a story; **share** what happened)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults must make sure to take note if any students have food allergies before proceeding with this idea. Students can **share** what they are eating or adults can give a handful of a snack to one student and instruct them to **share**. It will be fun if everyone has different snacks. Adults can give an example by saying "**share** with me" or "**share** with Nathan". "Now you tell me, who should I **share** it with?"

Adults can explicitly teach that in another context, **sharing** occurs often during mealtimes while family members or friends engage in conversation. Everyone at the table can **share** or tell each other about what they did during the day.

Circle: Students can go around in the circle and **share** one thing they learned or one thing they did/will do over the weekend, the day of, yesterday or tomorrow.

PLAY

Toys and Games: Students can play a version of "hot potato" where the goal of the game is to not be "it". The person who is "it" is the one who is holding the

item at the end of the game. Students will then learn the idea that **sharing** can be good.

Recess: Students can play hopscotch and will need to bring chalk out to the playground. Adults can instruct students to **share** the chalk and that they will have to draw one half and the other student has to draw the other half of the hopscotch sketch.

READING

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

[Llama Llama Time to Share By Anna Dewdney | Children's Book Read Aloud | Lights Down Reading](#)

https://www.youtube.com/watch?v=OTR9aV3bIWU

[Sharing is Caring Story for kids | Fun n Learn Channel](#)

https://www.youtube.com/watch?v=glCsKhw-ybs

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can explicitly teach students that **sharing** does not necessarily mean food or toys. It can also mean **sharing:** information, responsibilities such as when a group of people work together on a project or game, stories, secrets, jokes, ideas, advice, or happiness. Students can then choose one type of social interaction to **share** from above.

SENSORY MOTOR

Students and adults can cook or bake food that require the hands to mold or shape food items or mix/go in circles to provide visual sensory input. Food ideas may include mixing batter, making dumplings, or rolling meatballs. Students and adults will have to **share** the responsibility and **share**/pass items to make the desired food.

VIDEOS, MUSIC, ANIMATED SHORTS

[The story of "SHARING IS CARING" Animated Short by Abdul Wahab](#)

https://www.youtube.com/watch?v=Nc1AxUEAHRU

A story about if you **share** with someone, you might get something in return. The story is also about sharing without any expectations because someone else might need it more than you realize.

Sharing Song | CoComelon Nursery Rhymes & Kids Songs

https://www.youtube.com/watch?v=96fq4YmYjzQ

STRUCTURED ACTIVITIES

Adults can ask the student's parents ahead of time to either send a picture or a physical object that represents a remnant of the weekend. Students can **share** a story about that picture or object. Adults can have a visual support template that helps answer wh-questions (i.e., "what" it is or "what" did they use it for, "where" they might've played/used this object, etc.)

For example, the adult can bring a picture. The adult can say, "Today, I am **sharing** a picture of my family and our meal. We **shared** fish and got super full. I love **sharing** food with my family."

ART OR SCIENCE ACTIVITIES

Students and adults can paint a picture together. Teach the idea of **sharing** by grabbing paper and painting supplies. After deciding what to draw, **share** the art tools you're both using. Ask your student to **share** the paintbrush with you and to **share** a color of paint.

Source: How To Teach A Toddler To Share With 6 Easy Activities

USE OF APPS OR OTHER TECHNOLOGY

Sharing with Duckie Deck by Duckie Deck Development,
https://appsto.re/us/la7qI.i

"The games teach kids that sharing is caring, while training and applying deductive reasoning skills. It encourages sharing of foods and toys."

*Turn Taker – Social Story & **Sharing** Tool* by Touch Autism,
https://appsto.re/us/i44aQ.i
"Turn Taker uses visual and audio cues to facilitate turn taking and sharing for any child. The app also includes an illustrated social story about game play and

sharing. This app has been used successfully with a variety of young children who find it difficult to share."

WORD WALL: Create a WordWall and add **'SHARE'** 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 Samantha (Sam) Lin @**slin18@mail.sfsu.edu.** Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!
Thank you!

CORE WORD: Beautiful

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

DESCRIBING **(**e.g., She looks **beautiful**.)

COMMENT (e.g., That is **beautiful.)**

SHARE INFORMATION (e.g., I saw **beautiful** flowers on my way to school.)

NEGATION/DENY (e.g., This is not **beautiful.)**

GOSSIP (e.g., She thinks she is so **beautiful**.)

TELL SECRETS (e.g., That boy told her she was **beautiful**.)

ASK A QUESTION (e.g., What do you see that's beautiful?)

GAIN ATTENTION (e.g., Hey, **beautiful!)**

ROUTINES AND SCHEDULES

Getting dressed: Adults can model confidence when looking in the mirror saying, "I look **beautiful** today and every day."

Mealtimes: Adults can model showing gratitude when meals are served (ex. Wow, thank you. This food looks **beautiful**.).

Circle: During weather time, students can comment on if it is **beautiful** outside or if it is yucky outside. Adults can model that both rain and sunshine can be beautiful.

PLAY

Animal figures: Students can increase their descriptions of animals beyond concrete concepts to include subjective language like **beautiful** or scary.

People figures: Adults can model during pretend play that the family/man/woman/person/baby is **beautiful**. Adults should smile and show expression and positive inflection while modeling the word, adding interjections like, "aw" and "wow" to emphasize.

Blocks/Magna Tiles/Building materials: Students can build **beautiful** parks, castles, houses, flowers, etc. Adults can model concrete descriptions and add on that the project is beautiful also.

Recess: Pretend Play: Adults can model and participate with students in pretend play about a variety of scenarios (ex. Prince and princess, animals in the big ocean, a shopping spree). Adults can model role playing language like, "I'm a **beautiful** dolphin. Watch me swim!" or "I want to buy *this* shirt because it's so beautiful!"

READING

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

Beautiful by Stacy McAnulty, courtesy of Jennifer McNulty Werber: https://www.youtube.com/watch?v=d6AFU3DXy-c&ab_channel=JenniferMcNultyWerber

This book is about different **beautiful** girls and what it means to be **beautiful**, not in the physical way they look, but by what they do and what they believe in.

The Rainbow Fish by Marcus Pfister, courtesy of StoryTime at Awnie's House: https://www.youtube.com/watch?v=Z3cmddZh6t8&t=243s&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a **beautiful** fish that swims around the ocean and doesn't understand why other fish don't want to be friends with him when all he does is talk about how **beautiful** he is. As he gets to understand the other fish, he realizes that everyone can be **beautiful**.

Maybe Something **Beautiful**: How art transformed a neighborhood by F. Isabel Campoy and Theresa Howell, courtesy of Learning Tree T.V.:

https://www.youtube.com/watch?v=8lzM_zVHKw0&ab_channel=LearningTreeT.V.

This book is about a girl who makes artwork and give it out to her neighbors. An artist sees her doing this and says they should create artwork on the walls in their neighborhood to create a colorful and **beautiful** environment.

Beautiful Oops! By Barney Saltzberg, courtesy of Mrs. Conlin Art teacher: https://www.youtube.com/watch?v=8C3JAblkBds&ab_channel=Mrs.ConlinArtTeacher

This book is about how accidents can turn into something **beautiful**. Especially with art and it can start with something as small as a rip in a piece of paper.

Beautiful Wonderful Strong Little Me by Hannah Carmona Dias, courtesy of Happy Cultivated: https://www.youtube.com/watch?v=XWdyQAUcedM&ab_channel=HappyCultivated

This book is a self-confidence book for kids. It shows that everyone is **beautiful** even if they don't look like what is seen on T.V. or in magazines.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice giving compliments to others by noting that they have drawn a **beautiful** picture, or that they are wearing beautiful earrings. Adults should model a variety of examples of beauty aside from physical aspects and perfection. It's important to emphasize that there is beauty in all types of things.

SENSORY MOTOR

Adults can play music and encourage students to dance. Adults can model that the dance moves are **beautiful**, using props like ribbons or scarves.

VIDEOS, MUSIC, ANIMATED SHORTS

A **beautiful** day, start of the day song by Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel: https://www.youtube.com/watch?v=cswroZoOjv8&ab_channel=JackHartmannKidsMusicChannel

It's a **beautiful** day, spring/summer song by The Singing Walrus, courtesy of The Singing Walrus – English Songs for Kids: https://www.youtube.com/watch?v=Iw8FddccIkQ&ab_channel=TheSingingWalrus-EnglishSongsForKids

You are so **beautiful** to me Scene from The Little Rascals, courtesy of Movieclips: https://www.youtube.com/watch?v=VC0PPBrYBco&ab_channel=Movieclips

Young adults:

Scars to Your **Beautiful** by Alessia Cara, courtesy of Alessia Cara: https://www.youtube.com/watch?v=MWASeaYuHZo&ab_channel=AlessiaCaraVEVO

Beautiful by Bazzi featuring Camila Cabello, courtesy of Bazzi: https://www.youtube.com/watch?v=Uk1hv6h7O1Y&ab_channel=Bazzi

Beautiful by Christina Aguilera, courtesy of Christina Aguilera: https://www.youtube.com/watch?v=eAfyFTzZDMM&ab_channel=CAguileraVEVO

Beautiful Girls by Sean Kingston, courtesy of seankingston: https://www.youtube.com/watch?v=MrTz5xjmso4&ab_channel=seankingstonVEVO

You're **Beautiful** by James Blunt, courtesy of James Blunt: https://www.youtube.com/watch?v=oofSnsGkops&ab_channel=JamesBlunt

What Makes You **Beautiful** by One Direction, courtesy of One Direction: https://www.youtube.com/watch?v=QJO3ROT-A4E&ab_channel=OneDirectionVEVO

STRUCTURED ACTIVITIES

Adults can teach that if something is **beautiful**, it makes you happy when you see it, smell it, touch it, or experience it. Different people think different things are beautiful. Adults can show a variety of pictures or objects and ask students if they think it is beautiful. This gives students an opportunity to understand differences in each other's minds and that beauty is personal.

ART OR SCIENCE ACTIVITIES

Any art project is an opportunity to model the word **beautiful**! Whether a student is looking proud or disappointed, adults have the opportunity to give them

reassurance or encouragement by modeling that their work is **beautiful**. Adults can model verbally or using the student's communication system.

USE OF APPS OR OTHER TECHNOLOGY

Happy Color: This app can be used to color by numbers. The user can create **beautiful** pictures in this app.

WORD WALL: Create a WordWall and add **'beautiful'** 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 Molly Hartzell @ molly.hartzell.mh@gmail.com. Thank you!

CORE WORD: Special

Recasting

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WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g., is this **special** to you?)

AFFIRM (e.g., This is **special**)

NEGATE (e.g., this isn't **special**)

FLIRT (e.g., you are **special**)

COMPLEMENT (e.g., you are a **special** person)

ROUTINES AND SCHEDULES

Circle: At circle time adults and students can each bring a **special** item to talk about with the class.

Snack time: Adults and students can talk about what foods are **special** to them (e.g., a family recipe, a favorite snack, etc.).

PLAY

Students can roll a ball of yarn to other students and say something **special** about whomever has the ball of yarn in their hands.

READING

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

Rainbow Fish by Marcus Pfister, courtesy of Storytime at Awnie's House: https://www.youtube.com/watch?v=Z3cmddZh6t8&t=198s&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a special fish and how he likes being special. Eventually he realizes that to be really special, he needs to help all his friends be special.

Spork by Kyo Maclear and Isabelle Arsenault, courtesy of The StoryTime Family: https://www.youtube.com/watch?v=xZd3F9WQz48&ab_channel=TheStoryTimeFamily

This book is about a spork that doesn't know where he belongs. As the story goes on, he realizes just how special he is.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can watch this news report from Murray Monster from Sesame Street. Murray interviews people and asks them what makes them **special**. After watching the interview, the class can discuss together what makes each person in class **special**. Video courtesy of Sesame Street: https://www.youtube.com/watch?v=LrPm7BasRBo&ab_channel=SesameStreet

SENSORY MOTOR

Students can point to something **special** or clap for someone after they share their **special** something at circle time.

VIDEOS, MUSIC, ANIMATED SHORTS

I am **special** yes I am courtesy of Gee J:
https://www.youtube.com/watch?v=JL36Pq3Ra4o&ab_channel=GeeJ

I am **special** Nursery Rhyme, courtesy of Amulya Kids:
https://www.youtube.com/watch?v=lrqkjS1cV24&ab_channel=AMULYAKIDS

I am **special** with Grover, courtesy of Sesame Street:
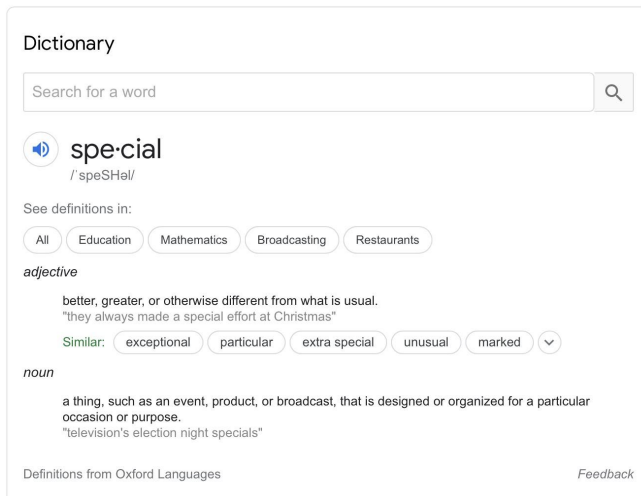https://www.youtube.com/watch?v=Gms-Yk7mzv4&ab_channel=SesameStreet

Young adults:

Feel **Special** by TWICE, courtesy of JYP Entertainment:
https://www.youtube.com/watch?v=3ymwOvzhwHs&ab_channel=JYPEntertainment

STRUCTURED ACTIVITIES

Adults can teach students what **special** means using these definitions.

Students and adults can all go around and share something **special** about themselves (e.g., "I am special because I'm an auntie").

ART OR SCIENCE ACTIVITIES

Students can create an 'I am **Special**' portrait using construction paper, stickers, markers, paint, or any available art supplies or using google slides/Microsoft word and a photo of them (with permission from parents). Students (or adults) can write "I am **special**" on the paper and decorate it any way they'd like. Students can include their systems symbol for "**special**" as well.

USE OF APPS OR OTHER TECHNOLOGY

Mr. Bean Special Delivery: Mr. Bean needs to make **special** deliveries before the time runs out!

Google play store:
https://play.google.com/store/apps/details?id=com.goodcatchgames.mrbean hillclimb&hl=en_US&gl=US

Apple store: https://apps.apple.com/us/app/mr-bean-special-delivery/id1291391393

WORD WALL: Create a WordWall and add **'special'** 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

Thank you!

CORE WORD: Imagine

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., What do you **imagine**?)

SHARE INFORMATION (e.g., I **imagine** a world where we all get along)

AFFIRM (e.g., Yes, I like to **imagine**)

DIRECT ACTION (e.g., **Imagine** with me)

ROUTINES AND SCHEDULES

Circle: Adults can lead students in an activity where everyone **imagines** at the same time (e.g., **'imagine** you are flying in the sky, where would you go?)

Snack time: Adults can ask students to **imagine** their favorite meal and talk about it (e.g., **'imagine** you could eat anything, what would you try?)

Recess: During physical activity, adults can prompt students to **'imagine'** they are a professional at that sport. Students can also explore the playground and **imagine** it is a rainforest.

PLAY

During **imaginative** play, using all available dress-up clothes/costumes students and adults can imagine to be anything they would like (e.g., fireman, a princess, construction worker, etc.).

READING

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

Imagine by John Lennon, courtesy of Ms. King's Homeroom:
https://www.youtube.com/watch?v=DybcCBj_J10&ab_channel=MsKingsHomeroom

This book takes the lyrics of John Lennon's song and puts beautifully illustrated pictures to go with the lyrics.

Imagine by Alison Lester, courtesy of Barnes Children's Literature Festival:
https://www.youtube.com/watch?v=_OnzEUAOC8E&ab_channel=BarnesChildrensLiteratureFestival

This book talks about all the different things that children can imagine.

Imagine by Marija Katic and Dale Kern, courtesy of Marija Katic and Dale Kern:
https://www.youtube.com/watch?v=PcVmo4Ffqto&ab_channel=MarijaKatic%26DaleKern

This book talks about different scenarios that children can imagine and what they would do during those scenarios.

Imagine by Juan Felipe Herrera, courtesy of Potassium's Classroom:
https://www.youtube.com/watch?v=dtFIDwhs4aU&ab_channel=Potassium%27sClassroom

This book talks about different things to **imagine** during the day depending upon what is happening.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use the word **'imagine'** to indicate that they wish to play pretend with a friend.

SENSORY MOTOR

Students can say **'imagine'** while doing this motor movement like SpongeBob does.

SpongeBob **Imagination** courtesy of BlackTop

https://youtu.be/NaSd2d5rwPE

VIDEOS, MUSIC, ANIMATED SHORTS

Imagine by John Lennon, courtesy of John Lennon:
https://www.youtube.com/watch?v=YkgkThdzX-8&ab_channel=johnlennon

Imagine a cloud by Giggle Bellies, courtesy of Giggle Bellies:
https://www.youtube.com/watch?v=jgt4ecLQ7gk&ab_channel=GiggleBellies-ColorfulToddlerLearningVideos

I can only **imagine** by MercyMe, covered by One Voice Children's Choir,
courtesy of One Voice Children's Choir:
https://www.youtube.com/watch?v=acwsBll15zM&ab_channel=OneVoiceChildren%27sChoir

Young adults:

Imagine by Ariana Grande (clean version), courtesy of Lyric Style:
https://www.youtube.com/watch?v=6_xKEp6FThk&ab_channel=LyricStyle

Imagine UNICEF version, courtesy of Universal Music India:
https://www.youtube.com/watch?v=L7IP4UIXvG8&ab_channel=UniversalMusicIndia

STRUCTURED ACTIVITIES

Adults can use the following video to explain to students what the word
'imagine' means.

Imagine | Meaning of **Imagine,** courtesy of Meaning of the Words

https://youtu.be/naSh-laze6A

Adults can use this video to explain what **imagination** is to students.

What is **Imagination**? courtesy of Philosophy Tube

https://youtu.be/llmof1_6-GQ

Adults can lead students in an activity where they **imagine** the best day ever and can pair this activity with the following art activity.

ART OR SCIENCE ACTIVITIES

The neuroscience of **Imagination** - Andrew Vyshedskiy courtesy of TED-Ed

https://youtu.be/e7uXAlXdTe4

Imagining the Best Day Art Project:

USE OF APPS OR OTHER TECHNOLOGY

My Play Home: This app can be used and the user can **imagine** what they want to have happen in their home and press the buttons necessary to make that happen!

Google Store:
https://play.google.com/store/apps/details?id=com.playhome.lite&hl=en_US&gl=US

Apple Store: https://apps.apple.com/us/app/my-playhome-lite/id451155849

WORD WALL: Create a WordWall and add **'imagine'** 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
Thank you!

CORE WORD: Dream

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., what is your **dream**?)

SHARE INFORMATION (e.g., I **dream** of ...)

AFFIRM (e.g., Yes, that is my **dream,** too)

NEGATE (e.g., I don't remember my **dream**)

ROUTINES AND SCHEDULES

Circle time: At circle time in the beginning of the day, teachers can ask students what they dreamt about the night before (if they remember).

Snack time: Adults can prompt students to talk about what is in their 'dream lunch' is, "if you could have anything for lunch what would it be?"

PLAY

During imaginative play students can act out their **dream** job with adult support. Adults can participate and act out their dream job too!

READING

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

Dreams by Ezra Jack Keatz, courtesy of Grammy's Book Nook: https://www.youtube.com/watch?v=jz81UqUQN_Y&ab_channel=Grammy%27sBookNook

This book is about a boy who made a paper mouse at school. While he is asleep and **dreaming**, the mouse goes on an adventure.

Dream You'll be by Joseph T. Garcia, courtesy of Read Aloud for Kids: https://www.youtube.com/watch?v=ysknJrSktz8&ab_channel=ReadAloudForKids

This book is about all of the different professions that a child can **dream** that they can be!

Dreaming, Dreaming in the Night by Bethany Stahl, courtesy of Bethany Stahl: https://www.youtube.com/watch?v=D36fOqAUKkY&ab_channel=BethanyStahl

This book is a beautifully illustrated book that talks about different things that people can **dream** about during the night.

I have a **dream** by Martin Luther King, Jr. Illustrated by Kadir Nelson, courtesy of Matzke Elementary: https://www.youtube.com/watch?v=R-dAi5LE5Ts&ab_channel=MatzkeElementary

This book is Martin Luther King Jr.'s iconic I have a **dream** speech with illustrations for children.

Little people, big **dream** by Lisabeth Kaiser, courtesy of The StoryTime Family: https://www.youtube.com/watch?v=aCcSsjkQe9s&ab_channel=TheStoryTimeFamily

This book is about Rosa Parks. It tells her story and what she accomplished.

SOCIAL INTERACTIONS AND VIDEO MODELING

With adult support, students can talk about their **dreams** together. Students can talk about their **dreams** for the future (e.g., 'I **dream** of being a teacher') or any **dreams** they've had lately (e.g., 'I **dream** about my mom').

SENSORY MOTOR

Students can point to the sky when they say the word **dream**, or they can stand up at a podium (or a makeshift podium) like Martin Luther King Jr. did and give a speech to their class (e.g., I **dream** of...).

VIDEOS, MUSIC, ANIMATED SHORTS

A million **dreams** from the Greatest Showman, courtesy of Atlantic Records: https://www.youtube.com/watch?v=pSQk-4fddDI&ab_channel=AtlanticRecords

I've got a **dream** from Tangled, courtesy of Disney: https://www.youtube.com/watch?v=tTuwo_TqlhQ&ab_channel=Disney

Lava, courtesy of Disney Music Vevo: https://www.youtube.com/watch?v=uh4dTLJ9q9o&ab_channel=DisneyMusicVEVO

Once upon a **dream** courtesy of Disney Music Vevo: https://www.youtube.com/watch?v=TXbHShUnwxY&ab_channel=DisneyMusicVEVO

Young Adults:

Dreams by Fleetwood Mac, courtesy of Rhino: https://www.youtube.com/watch?v=O5ugW4-BstE&ab_channel=RHINO

Just a **dream** by Nelly, courtesy of Nelly: https://www.youtube.com/watch?v=N6O2ncUKvlg&ab_channel=NellyVEVO

I have a **dream** by Abba, courtesy of Paulo Domiciano: https://www.youtube.com/watch?v=_HMjOiHqE18&ab_channel=PauloDomiciano

Dream on by Aerosmith, courtesy of Aerosmith: https://www.youtube.com/watch?v=89dGC8de0CA&ab_channel=AerosmithVEVO

STRUCTURED ACTIVITIES

Adults can use the following video to explain to students what **dreams** are.

Why do we **dream**? By Amy Adkins, courtesy of TED-Ed:

https://youtu.be/2W85Dwxx218

Adults can show this video to open the discussion of Martin Luther King Jr. And his "I have a dream" speech.

The Story of Martin Luther King Jr. By Kid President, courtesy of SoulPancake
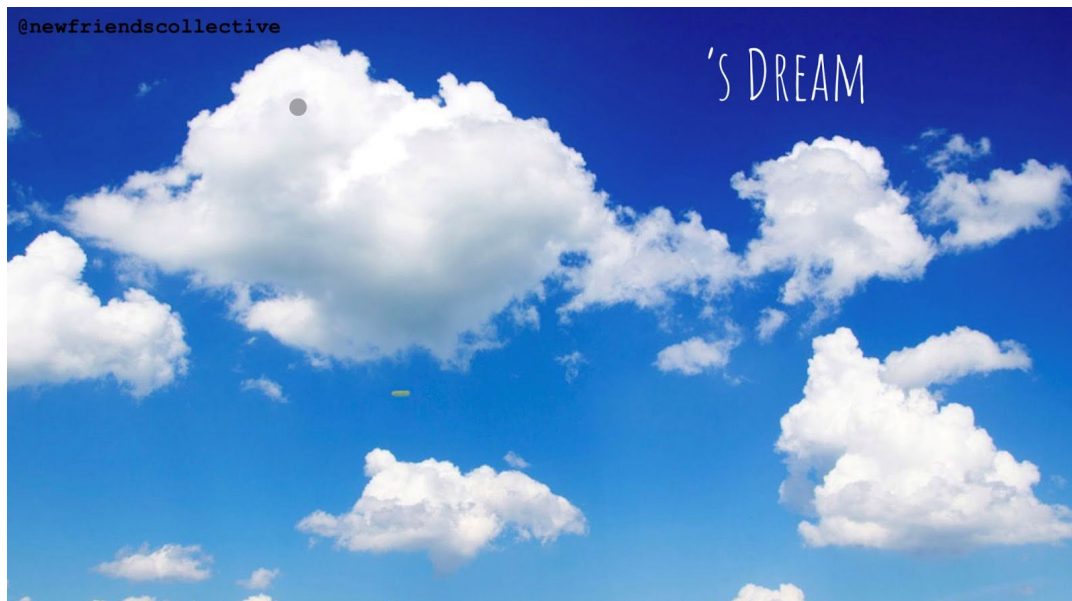
https://www.youtube.com/watch?v=4xXZhXTFWnE&ab_channel=SoulPancake

ART OR SCIENCE ACTIVITIES

My Dream Collage: Inspired by the previous video, students can discuss their dreams for the world and create a collage with adult help. Here's an example below:

Here's a template for your students to use:

USE OF APPS OR OTHER TECHNOLOGY

Dream House Days: This app allows the user to **dream** up their perfect house and create it in the app.

Google play store: https://play.google.com/store/apps/details?id=net.kairosoft.android.apart_en&hl=en_US&gl=US

Apple store: https://apps.apple.com/us/app/dream-house-days/id643631071

WORD WALL: Create a WordWall and add **'dream'** 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
Thank you!

CORE WORD: Hope

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 A QUESTION (e.g., What do you **hope** to learn? What did you **hope** for?)

REMIND (e.g., I **hope** everyone is lining up quietly. I **hope** everyone turned their homework in already.)

COMMENT (e.g., I **hope** I do not get picked last. I **hope** so too. I **hope** you feel better soon.)

DISAGREE (e.g., I sure **hope** not. I **hope** you did not do it.)

REQUEST (e.g., I **hope** I get the red one. I did **hope** to see it earlier. I **hope** my wish will come true.)

INFORM (e.g., I **hope** they are okay. I **hope** I can help you. There is **hope** for his recovery.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults and students can use the core word, **hope**, during snack/mealtimes to discuss many topics. Adults can facilitate use of the core word through prompts, models, aided language stimulation, and writing. Some potential topics that incorporate the core word might include: what item do you hope to find in your lunch, what food do you hope to learn to make all by yourself, what dessert do you hope for after mealtime.

For older students, during shared mealtimes, adults can model and support students by using the core word **hope** to expand on conversation that occurs or

talk about age-appropriate topics, such as: what do you hope for in life? What job do you hope to have? What skill do you hope to master?

Circle: Students can use the core word **hope** to describe and predict what activities or events are upcoming during the school day. For example, "I hope we have art today! I hope I get to be line leader today! I hope I get better at reading today.

Additionally, adults can assign a question of the day/week for circle time and have students prepare an answer to a question using the core word, **hope**. Then students can present their answers in circle share time. Students could be asked to prepare an answer to questions using the core word such as: what do you hope to learn about this week? What do you hope to be when you grow up? What do you hope people think about you? What do you hope to never have to eat?

Activity Centers: Adults can model and facilitate use of the core word during activity centers by asking questions during instructions. For example, adults can use phrases (with their voice and a device), such as: I **hope** you are ready to learn! I **hope** everyone has a pencil.

PLAY

Toys and Games: Adults can model or support students to use the core word **hope** to describe what activity, game, or toy the student would like to use. For example, the adult can prompt a student to say, "I hope I get to play with the car!" Phrases can be modified depending on the student's level.

During game play, the adults can continue modeling the core word in different contexts. For example, the adult can model and facilitate use of the core word by saying with their voice and a device phrases, such as: I **hope** I win! I hope the toy works! I hope I don't fall. I hope my toy does not break.

Imaginative play: If students have a routine of playing in a (toy) kitchen, dress up, etc. adults can support use of the core word by joining in, and supporting students to describe the routines and activities involved in their imaginative play. Adults can do this by using phrases such as: I **hope** the chef knows how to make my favorite food at this restaurant. I hope I can play with you. I hope you have a nice day!

Recess: At the end of recess, adults can lead a post-recess conversation about what each person did, sharing one activity they did, and something that they hope they can do next time. Adults can also lead a discussion asking students

what they hope the school would add to the playground. Adults can model with the core word to get the discussion going: I **hope** one day they put in a swimming pool! I hope they put more swings.

READING

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

Many books can be used to facilitate practice of the core word, **hope.** For example, adults can have students answer questions with the core word (e.g., What did he hope for? Then what did he use? Then what did they want? Could they use anything then?). Adults can prompt students to use the core word when discussing the books as well.

Hope by Kealy Connor Lonning, courtesy of MrsHillpartyof6 YouTube Channel: https://www.youtube.com/watch?v=uD3UsXnK_S0

Someday Soon by Ari Gunzburg, courtesy of Superkidz Publishing YouTube Channel: https://www.youtube.com/watch?v=iuaFfc6X-7Y

Hope For Nora by Lizzy Acker, courtesy of The Oregonian YouTube Channel: https://www.youtube.com/watch?v=As65craA6d0

A Child's Garden: A Story Of Hope by Michael Foreman, courtesy of Kahaani Box YouTube Channel: https://www.youtube.com/watch?v=B3FOs-UrpXY

On That Day: A Book Of Hope For Children by Andrea Patel, courtesy of Deborah Sedlacek YouTube Channel: https://www.youtube.com/watch?v=MW-GR4VWGYo

Edna by Susan Paradis, courtesy of Highmark Caring Place YouTube Channel: https://www.youtube.com/watch?v=MW-GR4VWGYo

SOCIAL INTERACTIONS AND VIDEO MODELING

Virtual Field Trip: Adults can support students to select a location for a virtual field trip, and students and peers can discuss what they hope to see or experience on their field trip (e.g., I hope we see dolphins! I hope there are elephants at the zoo!).

Field Trip Links:

[San Diego Zoo Live Cams](#)

[Monterey Bay Aquarium Live Cams](#)

Hope For The Future: Students can be put into pairs or small groups. Students can be asked to discuss what their hopes and dreams are for their future. Students can be encouraged to think about what they **hope** for themselves or for their community, the world, etc. Ask students to think about what skills, jobs, experiences they hope to achieve in their lifetime or during their time in school. Students can be asked what they hope to see change in the world.

Stories Of Hope: Adults can read or tell their own story about when they or a specific character had **hope**. Additionally, students can be asked to share their own experience about a time they felt hope, a time they believed things could be different. Adults and students can discuss how having hope helped them in certain situations. The stories can be simple, such as a time a student hoped their parents would prepare their favorite meal or buy a toy they wanted. Stories could be deeper as well, such as a time when someone was sick but a family had hope for a healthy recovery.

Dream Pet: Students can be asked to discuss with their peers what pet they **hope** to own one day and why.

SENSORY MOTOR

Build Something: "Building or making something takes a collection of materials or supplies and turns them into something else." Have students create something from clay, a cardboard box, Lincoln logs, stack of sticks, Legos, etc. Let students' imagination run free and see what they hope they can achieve with simple materials. (Quote courtesy of brainpowerboy.com).

Older Students

Cooking/Baking: Students can choose a recipe with support of an adult as needed and respond or direct actions using the core word (e.g., I hope our recipe turns out delicious, I hope I can cook these right, I hope you enjoy my recipe.).

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can use animated shorts to model and facilitate use of the core word, **hope**, by asking a student to make predictions, discuss the plot, etc. (e.g., Do you think the girl has hope things will get better? What do you hope will happen? Do you hope things will change? I hope the girl knows she is smart.).

Hope The Boat, Animated Short by Paper Boat, courtesy of Paper Boat Drink YouTube Channel: https://www.youtube.com/watch?v=6dZ7b7Bimrc

Hair Love Animated Short by Sony Pictures Animations (Beautiful and moving animated short about a father struggling to style his daughter's hair.)
https://www.youtube.com/watch?v=kNw8V_Fkw28&ab_channel=SonyPicturesAnimation
Music

Hope Is The Song / This Is For The Best by Ariana Grande and Jim Carrey, courtesy of Flash Mashups YouTube Channel:
https://www.youtube.com/watch?v=klYbYIvWMc4

Here Comes The Sun by The Beatles, courtesy of The Beatles YouTube Channel:
https://www.youtube.com/watch?v=KQetemT1sWc

Yesterday by The Beatles, courtesy of The Beatles YouTube Channel:
https://www.youtube.com/watch?v=NrgmdOz227I

I Hope You Dance by Lee Ann Womack, courtesy of LeeAnn Womack YouTube Channel: https://www.youtube.com/watch?v=RV-Z1YwaOiw

Hope by Natasha Bedingfield, courtesy of Natasha Bedingfield YouTube Channel: https://www.youtube.com/watch?v=H9eqk7Z1O3M

Older Students

Hope by Chainsmokers ft. Winona Oak, courtesy of The Chainsmokers YouTube Channel: https://www.youtube.com/watch?v=SJOgTMP8cs4

I Hope by Charlie Puth and Gabby Barrett, courtesy of SuperbLyrics YouTube Channel: https://www.youtube.com/watch?v=A9TYEBHP_Hw

Hope by Tim Legend ft. Brave, courtesy of Ultra Music YouTube Channel:
https://www.youtube.com/watch?v=Pk_ZXdPi3TI

STRUCTURED ACTIVITIES

Wordless Picture Book: Adults can begin the activity by describing how the word **hope** can be used to make predictions, describe how a character feels, make connections to your own life. Adults can then choose a wordless picture book to "read" aloud, focusing on the core word **hope**. With older students, after modeling this process for a few pages, adults can support students to use the word "hope" to describe parts of the book and characters' feelings. Once complete, adults can support students to create a class wordless picture book focusing on hope. Students can work on creating individual pictures for this shared story, and adults can bind the book in whatever order. In a group, students can use the word "hope" to connect events in their class book aloud and create a unique story or discuss their own experiences.

Older students can create a collage of personal photos, and with support, create a personal narrative of themselves and what they hope for in their lives.

During circle or large group instruction, the adult can review the core word, **hope,** and demonstrate access to the words on the communication system(s).

Adults can explicitly teach the core word "**hope**", what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

| I hope to learn how to _____. |
| I hope tomorrow will be _____. |
| I hope to _____. |
| I hope I can _____. |

ART OR SCIENCE ACTIVITIES

Grow Something: Adults can provide fast growing seeds for students to nurture and watch grow. "There is nothing like nurturing a new plant coming up out of the soil to teach about **hope**. It lets children learn about growth and while this concept may be a bit large for them right now, it is something they will understand as they, themselves, grow in their personal lives. This activity also teaches them that sometimes you have a wait a while and be patient while still

having hope for your desired outcome." (Quote and activity courtesy of brainpowerboy.com).

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app ($3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. To support receptive understanding of the word, adults can prompt students to use the core word. For example, students can respond to phrases such as: what do you hope will happen? I hope I can figure this out. I hope the boy likes this juice I made. Alternatively, students can give adults instructions in this manner. If the adult is physically with the student as they use the app, adults can model the core word and comment on what the student is doing while they use the app.

Bookcreator.com Website: The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **hope.** For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I hope one day I can _____, I hope my brother _____, I hope to learn _____.). Additionally, adults can create their own story focusing on the core word and use it to teach the core word with the student.

Toontastic 3D App: This app allows students to draw, animate, and voice their own cartoon animations. There are different settings, characters, and images to choose from in the app. Students can also add their own faces or pictures into their animations. Students can create a narrative based on what they hope to accomplish or create a story about a character who hopes to achieve different things on their adventures.

Clicker Writer app can be utilized for writing words, phrases or sentences with keyboard, word prediction, word banks and picture support.

WORD WALL: Create a WordWall and add **'hope'** 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 Andriana Nikolau @ **andriananikolau@gmail.com.** Andriana is a second-year graduate student specializing in Augmentative and Alternative Communication at San Francisco State University.
Thank you!

CORE WORD: Few

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

TELL ON SOMEONE (e.g., Jonny only did a **few** of the homework questions.)
GAIN ATTENTION (e.g., Do you have a **few** minutes?)
REQUEST (e.g., Can I have a **few** pieces of candy)
REMIND: (e.g., You have a meeting in a **few** minutes.)

ROUTINES AND SCHEDULES

Arrival: During arrival, point out when a **few** students have arrived or when you are waiting for a few more students, buses, etc.

Circle/Morning Meeting: During morning circle/meeting, take time to discuss things the students have in common. For example, point out if there are a **few** students wearing red. Also, you can point out a few exciting parts of the day (music, PE, etc.).

Centers/Group work: When dividing the class into groups for small group work, explain that a **few** students will start at a particular station/center and a few will start at another. Or explain that a few students will work on one task while a few work on another.

Music: During music class/time, model a **few** by asking students to select a few songs to listen to or practice.

Snack/Lunch: If a snack is given to the students, model a **few** as you hand out pieces of food such as crackers or fruit. You can say "you get a few now, and a few later"

PLAY

Toys and Games
Bubbles: Bubbles are a highly motivating activity! Blow just a few bubbles and model "I'm blowing a **few**" you can contrast the concept **few** with a lot. Try asking "do you want a few or a lot of bubbles?"

Puzzles: Pick a puzzle that is developmentally appropriate for the student and model "few" by working with a few pieces of the puzzle at a time and once the student has placed the pieces model "let's try a **few** more!"

Blocks: Similar to playing with puzzles, use blocks as an opportunity to model "few" by adding a few blocks to a tower and commenting "it needs a f**ew** more!"

Uno: When playing the card game Uno, there are many opportunities to model the word "few." Before a player has one card left, point out who has only a **few** cards remaining. When someone plays a Wild Draw Four, model that the student has to pick up a few cards.

Recess
Freeze Tag: Organize a game of freeze tag (or other comparable game) and ask for a **few** volunteers to be "it" to begin the game.

Choosing Materials: Adults can tell students they get to choose a few items to bring to recess (e.g., balls, chalk, jump ropes, etc.) Model the word **few** with the phrase "pick a **few** toys."

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

A Loud Winter's Nap| Katy Hudson |[Read Aloud by MaiStoryBook](#)
From GoodReads: Every year Tortoise sleeps through winter. He assumes he isn't missing much. However, his friends are determined to prove otherwise! Will

Tortoise sleep through another winter, or will his friends convince him to stay awake and experience the frosty fun of winter?

When reading, point out how Tortoise tries a **few** different places to nap throughout the story.

https://youtu.be/hmTEcYON1M8

Pete The Cat I Love My White Shoes | James Dean| Read Aloud by Jordan Stuhltrager

Throughout the story Pete's shoes turn a **few** different colors. Also check out Pete the Cat and the Perfect Pizza Party and watch as each of Pete's friends put a **few** more toppings on the pizza.

https://youtu.be/zWk8umNzc4g

SOCIAL INTERACTIONS AND VIDEO MODELING

Social interactions: During structured activities about social interactions and problem solving, model how there are **few** different ways to respond/react/solve a problem. Emphasize how different people react differently and there are a **few** different actions that could have a positive outcome.

SENSORY MOTOR

Obstacle Course: Model the word few by telling the student to pick a few activities to do as part of an obstacle course (e.g., jumping jacks, crab crawl, push-up, etc.) as the student goes through the course, have them do a **few** more of each activity.

Sensory bin: Pick your favorite (or you student's favorite) sensory bin materials (e.g., sand, rice, shredded paper) and add some fun items (small animal toys, pictures of characters from a story) and have your student pick a **few** items out of the box, talk about the items, then have your students pick a few more and so on!

VIDEOS, MUSIC, ANIMATED SHORTS

My Favorite Things | Julie Andrews |YouTube Video

This song pairs nicely with the art project described above. Listen to the song and model a few of Julie Andrews's favorite things. Have students say whether the items are also some of their favorite things as well. Find out who has nothing

in common, a few things in common, or everything in common with Julie Andrews.
https://youtu.be/33o32C0ogVM

STRUCTURED ACTIVITIES
Grammar: Plan a lesson about the difference between the word "less" and the word "**fewer**". Have students practice when to use each.

ART OR SCIENCE ACTIVITIES
Art: Gather magazines and have students make a collage with a **few** of their favorite things in various categories. Have them pick a few favorite foods, a few favorite animals, a few favorite colors. Talk about how we can have a few favorites instead of just one.

Art: Encourage students to get creative with colors! Lead a painting project where students have to pick only a **few** colors for the whole painting.

Science: With any science experiment, talk about how there are a **few** different potential outcomes. See how many students predict each outcome.

Science: Polishing Pennies- For this experiment you will need a **few** pennies and few different liquids. Place each penny in a paper cup and leave one penny aside (this is the control penny). Pour a different liquid into each cup (e.g., warm water, cold water, salt water, vinegar, Coca Cola, lemon juice) and wait 5-10 minutes. Take out the pennies and rub with a paper towel. Did a few of the liquids make the pennies shinier? Were a few of the pennies still dirty?

USE OF APPS OR OTHER TECHNOLOGY
Computer/Tablet time: If you have extra time at the end of a lesson/day, students can have a **few** minutes of free play on the computer or on a tablet.

Typing practice: with students working on learning to type or learning to increase their typing skills, encourage them to practice by typing a **few** sentences or words each day. Talking to them about how doing a few sentences a day will help make typing easier in the future.

WORD WALL: Create a WordWall and add '**few**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on their AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands-on approach.

[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 Jordan Stuhltrager @ **the.read.with.me.slp@gmail.com** and Kelsey Robin @ [Kelseyrobin.ccc.slp@gmail.com](#)

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Follow Kelsey on YouTube @ [https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law](#) and check out her materials in her Boom Cards store @[https://wow.boomlearning.com/author/rockin.robin.slp](#)

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preschool and providing access to dynamic and high-tech communication systems as early as possible.

Thank you!

CORE WORD: Less
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., It was **less** colorful than the other picture)
ASK QUESTIONS/CLARIFY (e.g., Do you want more or **less** sugar?)
REQUEST (e.g., I want to spend **less** time here)
EXPRESS A FEELING (e.g., I'm feeling **less** sad)
INSULT (e.g., I couldn't care **less**.)

ROUTINES AND SCHEDULES

Circle time: When talking about the weather, talk about how it's "**less** sunny" or "less rainy" today. Use this as an opportunity to model the contrasting word more as well, "today it's less rainy and more cloudy instead."

Music: During music class/time, talk about the familiar songs students have learned throughout the year. Talk about which ones they liked more and liked **less**. Or have students challenge each other to recognize a song in **less** time than the other student.

Snack/Lunch: As students are eating different foods, use the word less to describe the foods. For example, you could say "cookies are less crunchy than crackers" or "crackers are less sweet than cookies."

PLAY
Toys and Games

Bubbles: Everybody loves bubbles! Blow a lot of bubbles for your students, then blow less to demonstrate the concepts. Next, model asking students "do you want more bubbles or **less** bubbles?"

Balloons: Blow up balloons and model **less** when filling up a balloon with less air than another balloon. Give students the choice of more or less air in the balloons.

Recess
Red light, green light: Facilitate a game of 'red light, green light" and as students move closer and closer to the end model that they have **less** space to get to the finish line!

Talk about the weather: Following the idea of comparing the weather at circle time, as students play outside use the opportunity to model 'less' by comparing the weather to the previous day. You could say "it's much less sunny today" or "it feels less cold out today."

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

The Giving Tree| Shell Silverstein| [Read Aloud by Animated Children's Books](https://youtu.be/XFQZfeHq9wo)
Read this classic and emphasize how there is **less** and less of the tree as the book continues.
https://youtu.be/XFQZfeHq9wo

Be Brave Little Penguin | Giles Andreae| [Read Aloud by Teacher Charla](https://youtu.be/Gg1OQbIaAE4)
Model how Pip Pip becomes **less** scared throughout the book and that being less scared means he is brave!
https://youtu.be/Gg1OQbIaAE4

SOCIAL INTERACTIONS AND VIDEO MODELING
Have a facilitated conversation about movies. Students can compare two different movies and point out which movie they liked **less**. For horror movie fans, compare which movie was less scary/gory. For comedy fans, compare which movie was less funny.

SENSORY MOTOR

Texture Touch Test: Gather various items with different textures (soft pillows, bumpy toys, rough sandpaper, etc..). Have students try touching the various items and model the word "less" when comparing two or more items. You could say "sandpaper is **less** smooth than regular paper" or "this pillow is less soft than that pillow"

Bean Bag Burrito: Roll students up in a large bean bag or between two bean bags. Apply more and less pressure and model the words "more" and "**less**" squeezes.

VIDEOS, MUSIC, ANIMATED SHORTS

The Less I Know the Better | Tame Impala | YouTube video
This catchy song features the word **less** in the chorus.
https://youtu.be/2SUwOgmvzK4

One Less Lonely Girl | Justin Bieber | Official music video
Vintage Bieber provides many opportunities to model the word **less.**
https://youtu.be/LXUSaVw3Mvk

Problem | Ariana Grande | Official Music Video
Listen to Ariana Grande and Iggy Izalea sing about how they have one **less** problem without you.
https://youtu.be/PASAYTTLZDQ

STRUCTURED ACTIVITIES

Math: For students old enough to work on the concept of **'less** than' 'greater than' and 'equal to' use a math lesson to focus specifically on the word 'less.'

Math: Probability- when teaching probability, discuss which things/events are **less** likely or more likely to happen.

Grammar: Teach a lesson on the suffix **-less**. Teaching this will increase the words possible to say on their device, i.e., if the word "pointless" isn't programmed in, the student could activate "point" and then "less".

Structured pretend play "Grumpy Guest": Create a play restaurant and assign different roles to play. The twist in this game is that the food is never quite how

the customer would like it. When the customer "rejects" the food, he/she can say, "I want something **less** spicy/crunchy/wet/mushy/salty/etc." The server will then bring a food that meets that description. Take turns being the customer and server.

ART OR SCIENCE ACTIVITIES

Art: Give students a set amount of time to draw a relatively simple drawing, but make sure there are quite a few small details. See how detailed the drawings are when given ten minutes. Then, give the students **less** time, e.g., 5 minutes, then 2 minutes, then 1 minute, then 10 seconds. Compare the drawings and common how each subsequent drawing has less detail than the one before it.

Science: [Colorful Sugar Water Density Tower] : In this experiment you will change the density of water by adding sugar. By adding more or **less** sugar to each water solution you are creating different density levels. When you add coloring to the glasses you will be able to see which solution is the heaviest. Add the colors in rainbow order to impress the kids.
https://www.stevespanglerscience.com/lab/experiments/colorful-sugar-density-tower/?utm_source=PepperJam&utm_medium=affiliate&utm_campaign=AFL000001&clickId=3441121505

USE OF APPS OR OTHER TECHNOLOGY

Smart devices: If the student has any smart home devices (e.g., Alexa, Google home) that are connected to lights in their house, you can model making the lights **less** bright.

Interface organization: Work with the student to organize their phone or tablet's interface (many allow sorting into folders and deleting unused apps). Talk about how keeping a device **less** cluttered and having less apps makes using devices more enjoyable.

WORD WALL: Create a WordWall and add **'less'** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on their AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the Wet, Dry, Try Method for a hands-on approach.

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Thank you!

CORE WORD: First

Recasting

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS (e.g., **First** we read, then we do math, **First** put the flour in)

OBTAIN INFORMATION (e.g., What happened **first**?)

ASK QUESTIONS (e.g., What do I do **first**? Who goes **first**?)

SHARE INFORMATION (e.g., I will go **first,** the **first** thing I did this morning was eat)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students during mealtime to describe what snack or food item they will eat **first**. Students can practice the core word "first**"** with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word. Additionally, adults can comment what happens "first" when it is snack/mealtime (e.g., First, we get our lunch).

Circle: Students describe a class schedule or calendar using the word **first** (e.g., **First**, we have music today.) Adults can model and emphasize the core word during circle time, using it in context (e.g., First, get your books! First, we take attendance). Adults can also stop and ask questions with the core word during circle time as well (e.g., What did we do first today during circle? Who sat on the floor first today? What activity do you want to do first?)

Adults can support student discussion of the **first** things they do in the morning to get ready for school: wake up, brush teeth, etc.

Transition Times: Adults can model and emphasize the core word, **first,** during transition times to discuss topics such as: Who lined up **first** for recess? What is the **first** class of the day? What is the **first** thing a student must do for the next activity?, etc.

PLAY

Toys and Games: Students can use windup toys (or other moveable toys) to have a race. Adults and students can ask, "which toy will come in **first** place?"

Students can use the core word to indicate what toy or game they would like to use, **first.** Adults can provide options for a student and use models/prompts to guide the student (e.g., What do you want to play with first? Do you want to use the car or the dinosaur first? You grabbed the car first!).

Action Figures/Dolls/Stuffed Animals: Adults can model the core word and prompt students to copy an action provided by the adult using the core word in instruction (e.g., **First**, pick a doll. First, make your toy jump!). Adults can also teach the core word by having the action figures partake in a race to see who will be first!

Imaginative play: Adults and students can use imaginative play to practice the core word. For example, adults can provide instructions such as: **First,** let's pretend we are monkeys! What is the first thing you would do if you were a monkey? Additionally, adults can help students set up dramatic play, such as a pretend restaurant. Adults can encourage students to think of what items the students will need **first** to start playing. Adults can facilitate the use of the core word during play, by providing examples of dialogue or directing what actions a student may take first.

Older Students

Board Games/Card Games: Adults and students can practice the core word while playing board games or card games. Adults can model the core word during game play to provide instructions, such as: what a student must do **first** or who will go first in game play. Additionally, adults can facilitate use of the core word by asking students questions that promote use of the core word (e.g., Who will go first? What do I do first? What is the first thing I do? Wait, who went first?)

Recess: If there is a popular item to play with during recess? Adults can support students to create a list describing who will have access to the item **first,** second, and third.

At the start of recess or end of recess, students can practice using the core word to tell their peers or an adult who is **first** in the recess line. Or they can use the core word to describe what item they would like to take **first** to the playground (e.g., Can I take the soccer ball **first**? I will take this first.).

Adults can help students use their device to practice asking for a turn or asking if they can take a toy first while on the playground (e.g., Can I go first please? Can I please have the ball **first**?).

READING

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

The Very Last First Time, by Jan Andrews and Ian Wallace, courtesy of The Joyful Bookshelf, https://www.youtube.com/watch?v=Rc2MuRT1RH4

Eva Padylat lives in an Inuit village. Read about her first time walking down the shoreline on her own.

Butterflies on the First Day of School, by Annie Silvestro and Dream Chen, courtesy of Book Nook Storytime, https://www.youtube.com/watch?v=vUENaVPduh0

Read about Rosie, who has butterflies in her stomach, on the first day of school.

First Time: Doctor, by Jess Stockham, courtesy of Samantha Hanna, https://www.youtube.com/watch?v=WhLhM6e0Agg

What will a first time visit to the doctor's office be like? Read to find out!

First Time: Dentist, by Jess Stockham, courtesy of Samantha Hanna, https://www.youtube.com/watch?v=Cq5BSTZih0k

What will a first time visit to the dentist's office be like? Read to find out!

SOCIAL INTERACTIONS AND VIDEO MODELING

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model the core word **first** to discuss what the student did first that day or school or what

assignment they need to complete **first** at home (e.g., Let's look at your homework, what should we do first? What is the first thing you did at school?).

Picture Sequencing Cards: Students can be paired with a partner or placed into small groups. Provide the groups with photos depicting a sequence that need to be placed in proper order. To further emphasize the core word, adults can assign the target student the role of always identifying/discussing what photo comes **"first"** for each sequence of cards. Groups can discuss what the appropriate sequence order should be and place the cards in the appropriate order (e.g., photos of how to make a sandwich, the life cycle of a plant, the life cycle of a human, story sequence photos).

Role of Responsibility: Adults can ask a student to be their important helper for the day or week. Ask the student to focus on the **first** step of a task for that day or the week. For example, the adult can ask the student to be responsible for taking their device and having it ready to do first thing in the morning. Adults could also ask a student to give them a message first thing every morning (e.g., Can you be my special helper this week, and remind me I need to take roll first?) Or each day ask a student what the first thing is they need to complete to be ready for the day (e.g., Can you show me what you do first? What is the first thing you need to have out in the morning? Wow, I see the first thing you did was get your device out, great!).

What Would You Do First: Adults can help facilitate a discussion between students featuring the core word. Adults can ask students to discuss with their peers what they would do **first** in different pretend scenarios. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss what they would eat first if they were locked inside of a candy store or ice cream shop. Students can discuss what they would do first if they lost their dog, if they landed on the moon, if they were captured by pirates, etc.

Who Was Born First: Adults can help students arrange themselves in a line from the oldest student to the youngest student based on their birthdates. Then, adults and students can discuss why the student **first** in line is the oldest and how they were born first.

SENSORY MOTOR

Sensory motor station

Soapy Jars: An easy sensory activity is to take a sealable clear plastic jar and fill it with soap, water, and food coloring (confetti and glitter is also a great

addition). The student can roll, shake, jump or move with the jar to make colorful bubbles foam inside. Adults can use the core word during the activity by explaining what must go inside the jar **first** to make the soap bubbles. Additionally, adults can discuss that to make bubbles inside the jar, the student must **"first"** mix it together.

Sensory Bin: Adults can create a sensory motor bin and hide small toys or items inside the bin. Then, adults can instruct the student on what item they should find **first.**

Playdough/Clay: Create something out of clay with a student and use the core word to discuss what they will build **first.** Or focus on the first step needed to create an object (e.g., First, let's make the wheels that will go on our clay car! Let's make a car first!)

VIDEOS, MUSIC, ANIMATED SHORTS

Music

For The First Time In Forever by Kristen Bell and Idina Menzel from Disney's Frozen, courtesy of Disney Music Vevo YouTube Channel:
https://www.youtube.com/watch?v=ZrX1XKtShSI

12 Days Of Christmas performed by Super Simple Songs, courtesy of Super Simple Songs - Kids Songs YouTube Channel:
https://www.youtube.com/watch?v=QYyhDvuq8_Y

First Day Of School by CoComelon Nursery Rhymes and Kids Songs, courtesy of Cocomelon - Nursery Rhymes YouTube Channel:
https://www.youtube.com/watch?v=Oq61TxejZ5g

Young Adults

Loved You First by One Direction, courtesy of One Direction YouTube Channel:
https://www.youtube.com/watch?v=e7RhImg2DN0

First Time by Carly Rae Jespsen, courtesy of Carly Rae Jepsen YouTube Channel:
https://www.youtube.com/watch?v=V70hdRayVYI

First Things First by Neon Trees, courtesy of Neon Trees YouTube Channel:
https://www.youtube.com/watch?v=NOAeVINQ6Hw

<u>Older Students</u>

First by Cold War Kids, courtesy of Cold War Kids YouTube Channel:
https://www.youtube.com/watch?v=3_mmnFtiB48

You Broke Me First by Tate McRae, courtesy of Tate McRae YouTube Channel:
https://www.youtube.com/watch?v=AG-erEMhumc

First Day Of My Life by Bright Eyes, courtesy of Saddle Creek YouTube Channel:
https://www.youtube.com/watch?v=xUBYzpCNQ1I

First Time by Lifehouse, courtesy of Lifehouse YouTube Channel:
https://www.youtube.com/watch?v=J0YvWQNWEJA

Animated Shorts

Pip, courtesy of Southeastern Guide Dogs YouTube Channel:
https://www.youtube.com/watch?v=07d2dXHYb94

Adults can have a discussion on Pip's first day at Guide Dog School and how Pip does on his first day as an official guide dog.

Sweet Cocoon by ESMA and The CG Bros, courtesy of TheCGBros YouTube Channel: **https://www.youtube.com/watch?v=D0a0aNqTehM**

Adults and students can discuss how Butterflies start as caterpillars first.


STRUCTURED ACTIVITIES

Poster/Book of Firsts: Adults can help students decorate a poster or create a book all about the student and their "**firsts**" such as first achievements, experiences, etc. (e.g., First time losing a tooth, tying their shoe without help, trying a certain food, first time traveling). The poster or book could be created online or in person. Adults can help students decorate the poster with different pictures and designs. Adults can prompt the student to use the core word when creating the poster.

*Variation: Adults can help students create a logbook for the year, where the student can keep a record of all their first-time achievements, events, activities, skills, etc.

Picture Scavenger Hunt: Adults can create a game that requires students to take pictures of things that occur "first" in the student's day or in an activity. The adult could create a list of items they want the student to take a picture of, like

a photographic scavenger hunt. For example, students can be asked to take photos of where they go first when they get to school, the first place they go sit in the classroom, the first book they use during the day, the first place they go at recess, the first thing they do at lunch, etc.

Recipe Book: Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure to focus and discuss what the **first** step of the recipe would be and what materials/ingredients would be needed first**.** The recipe can be simple and do not have to involve cooking/baking, but assembly instead (e.g., snack mix, salad, etc.) The link below provides a free printable cookbook template. (Image and link courtesy of royalbaloo.com)
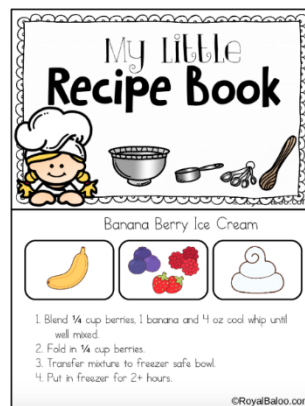
https://royalbaloo.com/my-first-recipe-book-printable-for-charity/?utm_source=twitterfeed&utm_medium=facebook

Schedule Writing: Adults can help students write down the students' schedule, and focus on the core word, **first** (e.g., What is your first class? What comes first, math or science?).

Chart Writing: Adults can explicitly teach the meaning of the core word. To aid in teaching, adults can create writing charts, either in person or through distance learning, featuring the core word **first** and have students fill it in.

The **first** thing I do when I wake up is _____.
The **first** thing I do at recess is _____.
The **first** letter of the alphabet is _____.

ART OR SCIENCE ACTIVITIES

Many science and art activities can be modified to include the core word, **first.** Adults can use activities they typically have planned and modify the instructions to include or focus on the core word. For example, adults can highlight what the first step is to complete the activity and why it must occur first. Additionally, students can be asked to identify what the first step in the activity is using their device.

Life Cycles: Adults can lead discussions on animal or plant life cycles and discuss the core word when describing what the **first** part of a life cycle is for certain living things (e.g., life cycle of a butterfly, frog, sunflower). An entire discussion can be used to focus on what happens first in the stage of life for creatures (e.g., Before there are flowers, there is first a seed). Students can draw, color, create an art project depicting each stage of a life cycle. Adults should take care to use the core word during discussion and either write it on the activity or have students write the word on their activity. An idea for crafting the lifecycle of a butterfly can be found in the link below. (Image and activity courtesy of the website, thebestideasforkids.com)
https://www.thebestideasforkids.com/butterfly-life-cycle-craft/

Care for A Plant, Animal, or Insect: Adults and students can grow a plant in the classroom to show what a plant looks like **"first"** before it grows. Or the class can adopt an animal or insect to watch grow from their "first" stage of life to their final form. Such as watching a plant go from a seed to a flower or watching a butterfly go from an egg, to caterpillar, to finally transforming into a butterfly.

Newton's First Law Of Motion: Adults can teach Newton's **First** Law Of Motion, to discuss that for an object to go into motion, there must be an action to set it in motion **first.** Activities can be created to demonstrate the concept, ranging in

complexity. For example, a marble run can be set up to show that the marble will not run the course unless it is pushed first. Or a toy car can be used to show that it will not roll until there is an action placed upon it.

Marshmallow Catapults: Easy and cheap ways to build a small catapult can be found online. Create a small catapult with students and use it to fling mini marshmallows. Newton's First Law Of Motion can be discussed to incorporate the core word. Additionally, adults can emphasize the core word during the activity by asking students what they need **"first"** to make the catapult work (e.g., What do we need to put on it first to make the catapult work? First, we have to put the marshmallow on it! Where should we try to land the marshmallow first?). Image courtesy of diynetwork.com

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app ($3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing the app through distance learning, adults can have students give instructions on what actions the adults should take **first** during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. For example, students can practice with phrases such as: first take the boy outside, first grab an apple, etc. If the adult is physically with the student as they use the app, adults can model the core word and comment on what the student is doing while they use the app (e.g., Wow, who will you take into the room first? What food will you eat first in the store? The first thing I noticed was the juice!).

Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts

(question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **first**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who keeps trying new things for the **first** time. Adults can assist students in creating dialogue in the story using the core word.

Bookcreator.com Website: The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **first.** For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g., My first time ____.). Additionally, adults can create their own story focusing on the core word and use it to teach the core word with the student.

[iMimic: 80's Vintage Electronic Memory Game App](#) by Fernando Sciessere: This free app is used as a memory game for sequence. The app shows four different colors and generates a sequence of tones and lights that a player must follow. The sequences become longer as a player successfully follows each sequence. The app can be used to talk about what was the **first** part of a sequence or what color needs to be selected first. Also, turn taking can be discussed as a way to incorporate the core word, first (e.g., Who will go first? Can I go first? What was the first color?).

WORD WALL: Create a WordWall and add **'first'** 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 Liz Cambra @ **lizcambra@gmail.com** and Andriana Nikolau @ **andriananikolau@gmail.com.** Liz and Andriana are both second year graduate

students specializing in Augmentative and Alternative Communication at San Francisco State University.
Thank you!

CORE WORD: Then

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 A QUESTION (e.g., **Then** what happened?)

DIRECT ACTIONS (First snack, **then** recess)

REQUEST (e.g., **Then** can I have a turn?)

INFORM (e.g., **Then** we can study at my house. **Then** the big bad wolf came.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model using the word **then** to describe the order their snacks will be eaten ("I'm going to eat this, then that. What are going to eat?").

For older students, during shared mealtimes, adults can model and support students by using the word **then** to expand on conversation that occurs ("Then what happened?").

Circle: Students can use the word **then** to describe activities or events for the upcoming school day (with the support of visual schedule or calendar as needed). For example, "first we have math, **then** we have recess."

Activity Centers: Students can indicate what materials they need to use or discuss what activity they will go to next materials they wish to use with the core word when appropriate (e.g., first I sit, **then** I write. First math, then reading.).

PLAY

Toys and Games: Adults can model or support students to use the core word **then** to describe activities or interaction in their game play. For example: After you play with the dolls, **then** what are you going to do?; let's play with this, **then** this; if you land on red, then what will happen?

When students are selecting toys or putting toys away, they can be prompted to make choices using the core word (e.g., you want to play with the car, then the dinosaur? We can play, then we clean. Adults can also ask questions when getting out toys to demonstrate use of the core word, using phrases such as: "Well then, what should we play with?"

Imaginative play: If students have a routine of playing in a (toy) kitchen, dress up, etc. adults can support use of the core word by joining in, and supporting students to describe the routines and activities involved in their imaginative play. Adults can do this by asking a question: "After I put the cookie in the oven, **then** what do I do? Or adults can use parallel talk to describe student actions ("You're stirring the soup, **then** you're walking to the table.").

Recess: At the end of recess, adults can lead a post-recess conversation about what each person did, sharing one activity they did, and something that occurred directly after. Adults can model with the core word to get the discussion going "I ate my snack, **then** I went on the slide. What about you?"

READING

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

Many books can be used to facilitate practice of the core word, **then.** For example, adults can have students answer questions with the core word (e.g., Then what did he use? Then what did they want? Could they use anything then?). Adults can prompt students to use the core word when discussing the books as well.

Then and Now, by Peter Firmin, courtesy of For the Love of Usborne, https://www.youtube.com/watch?v=DtzGT0GU4kQ

Children listen and reflect on scenes and activities from the past and present. How are things different between now and then?

https://www.youtube.com/watch?v=DtzGT0GU4kQ

And Then Comes Summer, by Tom Brenner and Jaime Kim, courtesy of Storytime Bunnies, https://www.youtube.com/watch?v=O0ZlOkMQGi8

When the weather changes, and school is out, then the wonders of summertime commence.

 https://www.youtube.com/watch?v=O0ZlOkMQGi8

The Three Billy Goats Fluff, by Rachel Mortimer, courtesy of Storytime at Awnie's House YouTube Channel: https://youtu.be/ghblvxSBKqQ

A slight twist on the classic folk tale, The Billy Goats Gruff. Adults can facilitate use of the core word by using it to ask questions, such as: And then which goat crossed the bridge? Then how did the goat feel?

If You Give A Moose A Muffin by Laura Joffe Numeroff, courtesy of Reading Is Succeeding YouTube Channel:
https://www.youtube.com/watch?v=iDY3hcoVyaA

The story of what happens if you give a moose a muffin. The core word can be used to describe what happens after each item is given to the moose (e.g., If you give a moose a muffin, **then** what does he want?) There are many stories in this series by Laura Joffe Numeroff that can work in teaching the core word.

Pete The Cat: I Love My White Shoes, by Eric Litwin Edited by Stephen Lentz, Music & Narration from HarperCollins Children's Book, courtesy of Whiteboard Entertainment Studios: https://www.youtube.com/watch?v=fj_z6zGQVyM

Pete the Cat gets a brand-new pair of white shoes, but **then** he steps in piles of strawberries, blueberries, and more. What will happen to his white shoes when he steps in different things? What will Pete the Cat do when his white shoes get dirty?

SOCIAL INTERACTIONS AND VIDEO MODELING

Social Video Summary: Adults can choose a social video focusing on a social interaction pertinent to a student or class, and support students to summarize the sequence of events that occurred using the core word. For example, "The boy burped, **then** his friends felt uncomfortable. Or "The students were sitting in class, then they heard something loud." Adults can record these student summaries and use them to support students to act out the scene.

Adults can support students to select a location for a virtual field trip, and students and peers can make a plan on where they want to go and what they

want to see on their virtual trip (e.g., First let's see the sea turtles, then the sharks!)

Field Trip Links:

San Diego Zoo Live Cams

Monterey Bay Aquarium Live Cams

Statue of Liberty Virtual Tour

During morning meetings, students can share one of their daily routines using the core word, then (e.g., First I wake up, then I brush my teeth, then I get dressed.). To make it a more interactive activity, students can gather in pairs or small groups to discuss the topic.

Students can interact with painting materials and comment to one another about how they created something (e.g., I mix blue then red). Adults can model comments and point to communication devices to support students adding to the conversation.

SENSORY MOTOR

Physical Transformations Activity: Adults can support students to use the core word to describe the sensory transformation of various items. Adults can support students to obtain available classroom or (if online) household items: dry rice or noodles, paper towel/toilet paper rolls, paper, flour, etc. With modeling and support of an adult as needed, students can add water to, squeeze, or tear each of the items. Adults can support students to use the core word to describe how the object changes (e.g., hard, **then** soft, dry then wet, smooth, then wiggly) as these transformations occur.

Sensory Bins: Adults can prepare sensory bins using beans, kinetic sand, or other materials, and hide small items or toys within. Adults can ask students to "Bring me the [hidden item in bin], **then** the [second hidden item]". Students can have fun searching for toys and other small objects of interest. Alternatively, adults and students can work collaboratively to create sensory bins, with adults asking students to "Please bring the beans and **then** we can pour them in" or other items needed to complete the project.

Yoga: Practice yoga poses appropriate for children and model the core word while providing instructions (e.g., First we sit, **then** we put our hands up!).

Simon Says: Whether in person or on online, adults and students can take turns responding to and giving multi-step directions using the core word. For example: stand up, **then** touch your ear; jump once, **then** touch your chin. Adults or students can even create flashcards or other visual support of different movements: bear walk, jump, dance, etc. Students can choose 2 movements from this deck, and link them with the core word (e.g., Bear walk, then jump).

For online learning, Google Jamboard can be used to create the above-mentioned flashcard deck.

Older Students

Cooking/Baking: Students can choose a recipe with support of an adult as needed and respond or direct actions using the core word (e.g., pour the milk, **then** stir, salt, then sugar, etc.).

Slime: Students can create their own slime, and practice the core word, **then**, as they go through the process of creating the slime. Adults can prompt students to use their device to ask questions with the core word to continue the activity, such as: "**Then** what? Then what do I do? And then? Then?" Link below for homemade slime recipe and instructions. (Image and project are courtesy of iheartnaptime.net). https://www.iheartnaptime.net/homemade-slime/
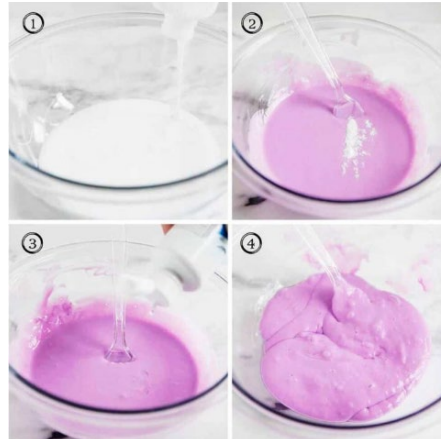
VIDEOS, MUSIC, ANIMATED SHORTS

If Then Song, courtesy of CubicoKids

https://www.youtube.com/watch?v=rkLq7JjmZf0

Famous Disney Songs, Then versus Now, courtesy of rishabhrox1

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

Then, by Brad Paisley, courtesy of HorseLovinCowgirl1

https://www.youtube.com/watch?v=81on1ZFE63w

Adults can use animated shorts to model and facilitate use of the core word, **then,** by asking a student to make predictions, discuss the plot, etc. (e.g., Then what will happen to the birds? Then where will they go?).

Pixar Animated Short: For The Birds (Funny animated short of birds trying to sit together on a telephone wire, but then a large bird arrives.) **https://www.youtube.com/watch?v=_nbVTUYVKxg&list=PLIbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE&index=8&ab_channel=BlockBuster**

Hair Love Animated Short by Sony Pictures Animations (Beautiful and moving animated short about a father struggling to style his daughter's hair.) **https://www.youtube.com/watch?v=kNw8V_Fkw28&ab_channel=SonyPicturesAnimation**

STRUCTURED ACTIVITIES

Wordless Picture Book: Adults can begin the activity by describing how the word **then** can be used to link events/show a connection between events. Adults can then choose a wordless picture book to "read" aloud, focusing on linking events using the word **then**. With older students, after modeling this process for a few pages, adults can support students to use the word "then" to describe the next scene of the book. Once complete, adults can support students to create their class wordless picture book. Students can work on creating individual pictures for this shared story, and adults can bind the book in whatever order. In a group, students can use the word "then" to connect events in their class book aloud and create a unique story.

Then and Now: Adults can support students to use the word **then** to compare past and current features of themselves. Students can bring in 2 personal photos one from a time in their past, and one that describes a facet of their life or themselves now. Adults can support students to use the word **then** to compare or contrast. For example, "Then, my favorite food was ice cream. Now, my favorite food is pizza. Or "Then I lived in this neighborhood, now I live somewhere new."

Older students can create a collage of personal photos, and with support, create a personal narrative of themselves **then**, and now.

In an online environment, this activity can be used to compare/contrast features, rules, routines, of the previous school year to the present.

During circle or large group instruction, the adult can review the core word, **then,** and demonstrate access to the words on the communication system(s).

ART OR SCIENCE ACTIVITIES

Almost any science or act activity can be planned to incorporate the use of the core word, **then.** Adults can adapt their science or art lesson and look for ways to emphasize and frequently use the word, **then,** throughout the lesson to demonstrate the word across multiple contexts (e.g., when giving directions, describing sequences, making predictions).

Student-led art activity: Adults can support students to organize a student led, mini-art project. A single student or small group of students can give directions to the class on how to complete the project using the word **then.** For example, "Choose a color. Then, draw a circle."

Color Mixing: During any art activity that involves color mixing, adults can support students to use the core word while mixing colors. For example, "We added yellow, **then** we got blue."

How To Make Rock Candy With Kids by Ally Noal Adults can make rock candy and use the core word, then, when describing the activity. "First, we mix the ingredients, then we wait for the crystals to form!" (Image and activity courtesy of mommypoppins.com)
https://mommypoppins.com/kids/how-to-make-rock-candy-with-kids

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app ($3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. To support receptive understanding of the word, Adults can prompt students to respond to two-step directions using the core word. For example, students can respond to phrases such as: first take the boy outside, **then** grab an apple, etc. Alternatively, students can give adults instructions in this manner. If the adult is physically with the student as they use the app, adults can model the core word and comment on what the student is doing while they use the app (e.g., After you eat this, what will you do then?).

Bookcreator.com Website: The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **then.** For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I wake up, then I _____; Then I saw a_____). Additionally, adults can create their own story focusing on the core word and use it to teach the core word with the student.

Cooking Mama: Let's Cook! App: The app allows students to electronically cook meals step by step. Each step in the recipe requires different motions and easy touch controls. Students can cook a variety of foods and simulate the process of creating meals. The core word can be used to describe the steps during gameplay or the actions needed to create the foods.

TOCA Kitchen Monsters (free): Students can feed a monster different real or wacky food items. As they play, adults can ask students to try and remember the order of the foods they fed their monster, using the word **then.** If playing virtually with a student, adults can ask students to direct their actions in the game, using the core word (e.g., Meat, then fruit; Cook, then eat).

Little Alchemy 2 App by Jakub Koziol: This free app allows students to take different elements, mix them together, and see what is created from the two. Once two items are mixed, they create a new element that can be used in play. For example, fire can mix with water to create steam. The app also includes an encyclopedia of the items in the game and provides information on them. Students can use the core word while using the app, using phrases such as: What will happen **then**? First water, then fire. Then we make steam! (Images courtesy of Little Alchemy 2 App)

WORD WALL: Create a WordWall and add **'then'** 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
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Thank you!

CORE WORD: Excuse me

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

INTERRUPT (e.g., **Excuse me**, I need more)

ASK FOR HELP (e.g., **Excuse me**, will you help me?)

CALL ATTENTION (e.g., **Excuse me**, did you drop this?)

APOLOGIZE (e.g., **Excuse me**, sorry for bumping into you; excuse a burp or cough)

ROUTINES AND SCHEDULES

Snack/mealtimes: When students are making requests for food or help, they can gain attention from whomever is serving food or helping by saying, "**Excuse me**." ("Excuse me, I need a napkin." "Excuse me, can I have some goldfish?")

Circle: Adults can use puppets to explain and demonstrate appropriate use of the phrase **excuse me**. Adults can ask for suggestions and input from the students regarding how to shape the scenarios and situations.

PLAY

Adults can model and encourage saying, "**excuse me**, can I have a turn?" during structured and unstructured play.

Students can engage in pretend play:

-At a restaurant to a waiter or waitress: "Excuse me, can I have more water?"

-At a grocery or retail store: "Excuse me, where can I find…"

Recess: Teachers can stand in front of the door when the students line up for recess. Each student can say a polite and appropriate phrase using **excuse me**, such as, "excuse me, will you please move?"

READING

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

[Excuse Me! A Little Book of Manners](), by Karen Katz - Read Aloud Picture Book - Trevor's Bedtime Stories

https://www.youtube.com/watch?v=cF-ZAI0PVtM

[Excuse Me](), by Dave Hughes and Holly Ife | Books Read Aloud for Children | Audiobooks

https://www.youtube.com/watch?v=0l3sVMj2Gyg

[Excuse Me](), by Kate Bucknell |Book About Manners for Kids |Read Aloud Storyteller Fox

https://www.youtube.com/watch?v=x2TKb0LNBjE

[Hippo Says Excuse Me](), by Michael Dahl | BeddiBooks

https://www.youtube.com/watch?v=BK-XwZLMmPo

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can manipulate the environment so that students can practice saying **excuse me** to get them to move:

-sit in a student's assigned seat

-stand in the doorway when a student is trying to leave

-block access to needed materials and wait for the student to say "excuse me" to move out of the way

Adults can model coughing or burping and then saying, "Excuse me."

SENSORY MOTOR

Adults can set up an obstacle course for students to complete and then randomly jump in the way. Students can say, "**Excuse me**" to request that the adult move out of the way.

VIDEOS, MUSIC, ANIMATED SHORTS

[The Courtesy Words Song | Learning Polite Words in English | Courtesy of Scratch Garden](https://www.youtube.com/watch?list=PL_ym6QHjS1szUhzH9URPbDflLczfPHF6P&v=YVahJKMk2VY&feature=emb_logo)

https://www.youtube.com/watch?list=PL_ym6QHjS1szUhzH9URPbDflLczfPHF6P&v=YVahJKMk2VY&feature=emb_logo

[Excuse Me. Where's the Bank? (Asking the Way)](https://www.youtube.com/watch?v=AgTkKGM0TWE) | Education Rap for Kids | English Song with Lyrics | English Singsing

https://www.youtube.com/watch?v=AgTkKGM0TWE

Young Adults

Excuse Me Mr. - No Doubt https://www.youtube.com/watch?v=it1aZBPuH4w

STRUCTURED ACTIVITIES

To explicitly teach this phrase, adults can facilitate a discussion on when to say excuse me. Students and adults can role play situations in which they'd need to use the phrase, such as when someone is in the way, when they need attention, or when they want to excuse a bodily function (burping, coughing, passing gas). They can also collaborate to make a "social story" that outlines when and how to appropriately use the phrase "excuse me."

Students can pretend to run a grocery store. Students can ask each other for items (e.g., **excuse me**, do you have apples?), help (e.g., excuse me, will you get the cereal for me?) and other interactions (e.g., excuse me, did you drop this?).

ART OR SCIENCE ACTIVITIES

Students can create a mural as a group. While painting, they can ask each other for materials (e.g., **Excuse me**, can I have the blue paint?), help (e.g., Excuse me, can you show me how?), and space (e.g., Excuse me, can I sit here?).

USE OF APPS OR OTHER TECHNOLOGY

Manners Social Story and Speech Tool - Touch Autism. This app reinforces the use of the phrase **excuse me** in the context of a social story.

WORD WALL: Create a WordWall and add **'excuse me'** 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
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Thank you!