CORE WORD: He/She

For Educators, Related Service Providers and Parents

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: **He/She** went to the movies yesterday and saw___.

NEGATION/DENY: **He/She** can't do that

COMMENT: **He/She** did a great job.

GOSSIP: **He/She** told everyone about it.

ASK A QUESTION: Did **he/she** get back from the store yet?

ANSWER A QUESTION: **He/She** ate the rest of the pizza.

GET HELP: **He/She** needs help

GAIN ATTENTION: Here **he/she** is!

INITIATE: **She/he** is here, at last!

DIRECT ACTION: **He/she** can open the window.

DISAGREE: **He/she** can't do that.

ROUTINES AND SCHEDULES

Circle Time: During morning meetings, adults can point to each student's name and then ask others, "Is he/she here today?" Students can respond using a full sentence, ("**He/she** is or is not here.")

Washing hands: Adults can have students line up and indicate who will be washing their hands next, using pronouns, and referring to students as **he/she**. working in pairs and can model helping each other with proper hand washing. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give ___ to him' or **her**, when providing the materials and supplies.

Exercise: During exercise, students can find opportunities to comment on what other students are doing. Provide opportunities to use the AAC system to comment and describe what is happening using pronouns **he/she** and modeling production of complete sentences.

Snack: During snack, students can comment and describe/talk about what their friends were eating, using pronouns, (**he/she**). Adults can use Aided Language Stimulation to ask about what students were eating and then commenting using complete sentences. (e.g. He/she is eating goldfish).

PLAY

Using puzzles or color forms to dress a girl or boy figure, students can have the opportunity to use pronouns: **he/she,** to comment on what each was wearing, (e.g. He/she is wearing pants, shirt, shoes).

Dress up: While playing dress-up or playing 'house' in a preschool classroom, students can comment using **he/she** to state what others are wearing or doing. (The key- to associate such pronouns to gender).

Recess: While out at recess, adults can ask students what some of their peers are doing. Adults can model use of the pronouns, **he/she** to respond to such questions to make comments. This would not only address focusing on pronouns, but also action words.

Young Adults

Video games: Young adults can comment on how their peers are doing and performing in the game, referring to them by **he/she**.

Board Games, Cards or Online (Board-type Games or Card games: While playing a board or online game, adults and students can comment on who will go next, whose turn it is or indicate where **he/she** is on the board or who is winning.

READING

Here are some suggested books on YouTube that can assist in teaching the core words He/She:

[Corduroy Animated Children's Book](#) by Don Freeman. Courtesy of the Fairy Fable. Students can talk about the main characters in the book, Corduroy and the little girl who wanted him, (and referring to them as **he/she**).

[The Elves and the Shoemaker read by Chrissy Metz](#), retold from the Brothers Grimm, By StorylineOnline

SOCIAL INTERACTIONS AND VIDEO MODELING

[Video Modeling | Responding to Peers & Sharing Toys](#) Courtesy of Libby Shannon Collier. Adults can comment how the boys are sharing toys with one another, using and modeling the word, "**he**".

[Sharing and Taking Turns (Original) - - Modeling Good Behavior (ASD)](#) Courtesy of Harmony Square. Please watch, listen and have students comment on how the two girls shared and played positively with each other. There are many opportunities to both hear the word, "**she"** in the video and model its use when commenting on the video.

Young Adults

Here's a great video about [Conflict Resolution from BrainPOP](). Adults can ask students questions about what is happening and comment on what **he** or **she** is doing in the video and if they agree or disagree.

SENSORY MOTOR

Adults could target and create Action Word Symbols for the students to act-out. (e.g. walking, standing, sitting, eating, drinking, crawling, etc.). Students can describe and comment on what each person is doing, using pronouns, **he** or **she**, respectively.

STRUCTURED ACTIVITIES

Using the above Action Word Symbols, adults can provide a complimentary literacy activity with Predictable Chart Writing. Gender specific pronouns can be discussed and modeled, (boys-**he**; girls-**she**)

He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.

VIDEOS, MUSIC, ANIMATED SHORTS

[Dumbo takes a Bath](#) Courtesy of Dumbo Lover. Students can comment on what Dumbo, (**he**) is doing and how his mother (**she**) is helping him.

[He - She | Core Vocabulary Song](#) Courtesy of Speech and Language songs.

[Pronouns Song - He, She, It, They | Songs for Speech Therapy and ELD](#) Courtesy of Songs for Speech

[Kindergarten: He and She](#) Courtesy of Luzel Ann Carmen

[That Time of Year (From "Olaf's Frozen Adventure")](#) Courtesy of DisneyMusicVevo

[Bibbidi Bobbidi Boo (cinderella ENG)](#) Students can comment on the magic of Cinderella and refer to the characters as he or she.

[Mary Poppins - Chim Chim Cher-ee](#) Courtesy of Tony Parra (Students can comment on what is happening in the song).

Young Adults
[Train - Meet Virginia](#), by Train and Courtesy of Train (This song, provides many opportunities to hear and comment on Virginia and use the word, '**she**.')

[Queen - You're My Best Friend (Official Video)](#) Courtesy of Queen Official. This song provides the opportunity to talk about students' friends and what is special about them, (referring to them as **he** or **she**).

[Beyoncé - Halo](#) Courtesy of Jay-Z. Students can have the opportunity to watch and comment on what **he** and **she** are doing in the music video.

[SNACK ATTACK | Animated Short Film | ANIMATION HD](#) Courtesy of MellowDrop Media. This animated short provides an excellent opportunity to comment on what he or she was doing in the video and the misunderstanding that ensued.

ART OR SCIENCE ACTIVITIES

[Easy Paper Doll Making Tutorial | Aloha Crafts](#) Courtesy of Aloha Crafts. Watch this video tutorial to learn how to make a paper doll. Once you learn how to make the dolls, younger students can make them, too. Students can determine if they are a boy or a girl doll.

[Minnie & Mickey Mouse Paper Plate Craft](#) by Simple Everyday Mom This paper plate activity comes with downloadable cutouts of Minnie and Mickey.

USE OF APPS OR OTHER TECHNOLOGY

Use the Pepi Bath app to talk about what **he** or **she** needs to perform the Activities of Daily Living

Use the *Pepi Bath 2 app* to talk about what **he** or **she** is doing as part of their daily routines.

Use the *My Play Home app* (the digital dollhouse) and gather multiple people in the kitchen and adults can model what **he** or **she** is doing.

Use the free My Play Home app to have a more limited number of rooms to play in, but yet a fun app to practice using the pronouns, '**he**' or '**she**'

Students can use their AAC systems to locate the word, 'he' or 'she' on their robust AAC systems and locate the words and then try to spell them on the keyboard with or without word prediction.

WORD WALL: Add the words, **he** and **she** on the Word Wall.

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @   **michaelasullivan2@gmail.com**
Thank you!

CORE WORD: Is

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION **(**e.g. this **is** good)

COMPLEMENT (e.g. she **is** pretty)

AFFIRM (e.g. this **is** correct)

NEGATE (e.g. this **is** over)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can go around the table and take turns talking about or labeling their food (e.g. "this **is** a cracker".

Circle: During circle time, students can participate in show and tell and use 'is' when introducing their item (e.g. "this **is** a doll").

PLAY

Toys and Games: Students can play with any toy and talk about what it **is**. (e.g. this **is** a doll, this **is** a ball, etc.)

READING

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

This **is** my Book by Mark Pett, courtesy of KidTimeStoryTime: https://www.youtube.com/watch?v=chqfW6ufXIk&ab_channel=KidTimeStoryTime

This book talks about how it **is** Mark's book and the different rules that Mark has for his book. However, Mark has a panda in his book that doesn't necessarily listen to his rules.

The Napping House by Audrey Wood, courtesy of Miss Sofie's Story Time - Kids Books Read Aloud: https://www.youtube.com/watch?v=pG6UjTynNr8&t=68s&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

This book is about a house that **is** napping. Everyone **is** napping in the house and there is a repeated line of "where everyone **is** sleeping".

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about how everyone **is** feeling and how different scenarios make everyone feel.

SENSORY MOTOR

Students and adults can use a sensory bin and play a game of "What **is** it?" Students and adults can take turns talking about what each item **is** that they pull out of the sensory bin.

VIDEOS, MUSIC, ANIMATED SHORTS

Sight word **is** by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel:
https://www.youtube.com/watch?v=rw6TATRlIGk&ab_channel=JackHartmannKidsMusicChannel

Is Song courtesy of Have Fun Teaching:
https://www.youtube.com/watch?v=ySoSy56mO8c&ab_channel=HaveFunTeaching

Young adult:

What time **is** it? From High School Musical 2, courtesy of DisneyMusicVevo:
https://www.youtube.com/watch?v=3hOP7qPDyl4&ab_channel=DisneyMusicVEVO

Fight Song by Rachel Platten, courtesy of Rachel Platten:
https://www.youtube.com/watch?v=xo1VInw-SKc&ab_channel=RachelPlattenVEVO

This **is** Me from The Greatest Showman, courtesy of Atlantic Records:
https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords

Rewrite the Stars from The Greatest Showman, courtesy of Fox Family Enterntainment:
https://www.youtube.com/watch?v=yO28Z5_Eyls&ab_channel=FoxFamilyEntertainment

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word 'is' means. The following links can be used to do that! Adults can model the word 'is' in many different contexts.

Is definition and meaning | Collins English Dictionary

Is | Definition of Is

Students can practice using the word 'is' with support and modeling from adults when labeling objects in the environment (e.g. "this **is** a table", "this cup **is** hot").

ART OR SCIENCE ACTIVITIES

Using construction paper, markers, and any other available art supplies students and adults can decorate an equals sign to represent '**is**'.

USE OF APPS OR OTHER TECHNOLOGY

Any application can be used for the word **is**. To use this word, simply talk about what **is** happening in each application and put emphasis on the word **is.**

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram **@newfriendscollective**
Thank you!

CORE WORD: Sleep

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

INSTRUCT (e.g., Close your eyes and go to **sleep**.)

PROVIDE/MAKE A CHOICE (e.g., You can read a book or go to **sleep**.)

SHARE AN IDEA (e.g., Do you want to **sleep** over at my house?)

SHARE PHYSICAL NEEDS (e.g., I am going to **sleep** off my headache.)

ROUTINES AND SCHEDULES

Circle: During morning meeting, adults can ask students how they slept the night before (How did you **sleep**?). Adults can model on student's devices, "I sleep (slept) good" or "I sleep (slept) bad".

PLAY

Toys and Games: Students can participate in a **sleep**over pretend play themed activity. Students and adults can use puppets, plushies, or dolls, to create a sleepover in the classroom. Students can play sleepover with these items and even come to school dressed in pajamas!

READING

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

I Don't Want to go to Sleep by Dev Petty- Read by Lights Down Reading

https://www.youtube.com/watch?v=upBxwCIIbL4

Even Superheroes Have to Sleep by Sara Crow-Read by Book Reading with Sammy

https://www.youtube.com/watch?v=ej2TVzW8Ia4

Pete the Cat and the Bedtime Blues by Kimberly and James Dean-Read by Jacqueline Mitchell

https://www.youtube.com/watch?v=E8pgIeiXJ2A

Dr. Seuss's Sleep Book-Read by Storytime with Miss Jeannie

https://www.youtube.com/watch?v=9tHN1Sk9eU0

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can give a survey to their classmates and adults asking which bedtime stories they like to read before they go to **sleep**.

SENSORY MOTOR

Adults can create a calming corner in the classroom to take a break, **sleep**, or get their sensory needs met. https://www.journal-news.net/journal-news/calming-corners-help-de-stress-young-students/article_44d2dda9-ea7e-5707-9cfe-17ddd22520cc.html

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: The Sleep Song! With Bert and Ernie

https://www.youtube.com/watch?v=7YWIEA4sV2U

Sleep Meditation for Kids | Relax in Nature by New Horizon Meditation and Sleep Stories

https://www.youtube.com/watch?v=CM0OoOIESfc

STRUCTURED ACTIVITIES

Students can bring in pictures of their beds to share where the **sleep**. Adults can create a chart with all of the pictures.

Miss Abbie sleeps here!

_____ sleeps here!
_____ sleeps here!

ART OR SCIENCE ACTIVITIES

As an accompanying activity to _Dr. Seuss's Sleep Book_, students can create the **sleepy** character from the book. https://abcsofliteracy.com/the-sleep-book-paper-plate-craft/

USE OF APPS OR OTHER TECHNOLOGY

Baby Sleep Show Lullaby Music by Justin Cohen, https://itunes.apple.com/us/app/baby-sleep-show-lullaby-music/id1046396598?mt=8

Stop, Breathe & Think Kids: Focus, Calm & Sleep by Stop, Breathe & Think, https://appsto.re/us/07VDib.i

WORD WALL: Create a WordWall and add **'sleep'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Abbie Duarte @ **aduarte3@mail.sfsu.edu .**

Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: Come

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

INVITE/REQUEST (e.g., **come** again, please **come**, **come** play, **come** up, **come** show me)

PROTEST (e.g., no **come**, don't **come**, don't want to **come**)

TELL A STORY (e.g., when **come, come** first, **come** last, **come** fast, **come** and go)

ANSWER QUESTIONS (e.g., want to **come**, **come** now)

ROUTINES AND SCHEDULES

Transitions:

Adults can model the word as they help students check their visual schedules (e.g. **come** look) and transition to their next activity (e.g., **come** here, **come** play, **come** read).

Snack/mealtimes:

Students can tell their peers when it is time to go to snack (e.g. **come** eat).

Adults can assign a role of "snack monitor" to a particular student. The student can call students by name or by groups to "**come** eat". Adults can facilitate by providing a visual or list of classmates' names/groups and setting up a routine where students wait to be called for snack time.

Circle:

Students can tell who can come to the class/family outing or virtual field trip (e.g. I **come**). Students can share if they can come, and notice if their classmates can come.

Adults can describe two times when the trip can happen, then ask "who can **come**?" for each time. Adults can show a visual calendar with students' names under the times they are free.

Students can choose the time for the trip when all the students can come. Adults can add the trip to a shared calendar for everyone to see.

PLAY

Toys and Games:

Students can play pretend they are going on a boat together. Each student can tell the next person to get on the boat (e.g. "**come** on") until the boat is too full.

Adults can spray water on students' feet with a spray bottle to pretend the very-full imaginary boat is sinking. Students can escape the sinking boat and convince their friends to escape too (e.g., "please **come**," "**come** out").

Recess:

Adults can set a related theme of the day, for example "Doing Things Together", and read a book that shows characters doing this (e.g. *I am invited to a Party!* By Mo Willems).

Students can pick a game to play and invite another student to play with them (e.g. "come **play**"). At the beginning of recess, adults can model "**come** play" on students' devices, offer choices of toys, and choices of students nearby to invite to play.

READING

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

I am Invited to a Party! By Mo Willems from YouTube courtesy of Snugglebug Story Time

https://www.youtube.com/watch?v=66X3cSVOus8

Pirates Go to School by Corinne Demas

https://www.youtube.com/watch?v=8lrDJ4AxHjo

Let's Celebrate by Kate DePalma

https://www.youtube.com/watch?v=rTTiK_s2ASM

SOCIAL INTERACTIONS AND VIDEO MODELING

When walking out of the classroom to recess/cafeteria, adults can model the word, (e.g. "**Come,** let's go"). Students can have a classroom buddy whom they remind to come with the class (e.g. "**Come** on").

During snack/lunch time, students can invite another student to come join them (e.g., "**come** over", "**come** sit here").

SENSORY MOTOR/GROSS MOTOR

Adults can model the word while encouraging students to crawl in and through a play tunnel (e.g., **come** in, **come** here) - Courtesy of The OT Toolbox.com

Adults can also model "come" while encouraging students to walk through a maze with [monster feet and/or tin can stilts](#) - Courtesy of Regional Physical Therapy, Inc (e.g. **come** on, **come** here). Adults can create a maze on the floor using tape, or sidewalk chalk if outside, and place a few low obstacles along the path. Students can maneuver through the path wearing their monster feet/tin can stilts. Students can encourage classmates as they try the maze (e.g. **come** on Susan!).

VIDEOS, MUSIC, ANIMATED SHORTS

Come On Eileen by Dexys Midnight Runners courtesy of Dexy Official

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

Come And Get Your Love by Redbone courtesy of Araragi Koyomi

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

STRUCTURED ACTIVITIES

During circle or large group instruction, adults can review the word **come** and model finding **come** on the student's device or classroom's communication board.

Next, adults can facilitate [Predictable Chart Writing](#), a fun and easy shared writing activity that supports emergent and conventional writers and readers. Adults can introduce the topic and give a title (e.g., Fun At Home). Adults can model how to complete the sentence starter, "**Come** over and ......" and write it on a chart. Students then brainstorm ideas with their partners. Students can take turns sharing their ideas "**Come** over and ..." with the group as an adult writes each student's idea on the chart.

As an extension activity, the adult can help students select and compile photo images that go along with their ideas into a classroom story. Here is an example from Tar Heel Reader: **[Come](#)** [Over and Play!](#)

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *"I am Invited to a Party!"* By Mo Willems, students can create their own party invitations to ask their classmates to **come** to their party.

USE OF APPS OR OTHER TECHNOLOGY

Knock Knock Family is a wonderful app to teach the word **come**. After students hear a door knock/doorbell, students can ask "Who's there?" After students touch the door to open it, students can invite the visitor in (e.g., "Hi ____, **Come** in."). You can also personalize the game by creating your own visitors from photo albums or simply taking snapshots within the app!

My Play Home is an engaging app which features a family of five and a choice of different rooms throughout their house. You can choose which family members you want in each room and interact with objects in the scene. Students can call family members to **come** into different rooms in the house (e.g., "**Come** to the kitchen"). Students can also invite family members to engage in different activities (e.g., **"Come** watch TV", "**Come** play").

WORD WALL: Create a WordWall and add **'come'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu, Alice Mui @ amui2005@hotmail.com, and Abbie Duarte @ aduarte3@mail.sfsu.edu.

Thank you!

CORE WORD: All Gone

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GAIN INFORMATION: Learning about others/environment (e.g. Is it **all gone**?)

SHARE INFORMATION: Describe others/the environment (e.g. They have **all gone** away. The train has **all gone** through the tunnel.)

COMMENT: **(**e.g. Wow it is **all gone**!)

ROUTINES AND SCHEDULES

During snack or lunch time with students, target **all gone** as students finish parts of their snack/meal. You can model having students share saying, "Are the goldfish **all gone**?" You can then have students ask each other if their food is all gone. If the student needs more prompting or review, the adult can utilize a visual icon with the word 'all gone' on it and even a low-tech sentence strip around mealtime.

PLAY

The adults and students can play games as Hungry Hungry Hippos commenting the balls are **all gone** at the end of each round. Another game example can be during the game Hi Ho Cherry-O, if the student spins and gets the image of their basket falling over, can comment the cherries are all gone.

READING

For this week's core word, you can talk about the characters in the story and discuss when they were **all gone**.

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

Book Read Aloud: PETE THE CAT FIVE LITTLE DUCKS by James Dean https://youtu.be/cK86XhF6A4U read by/courtesy of Storytime Train (Students and adults can locate "**all gone**" on communication board/device when all of the ducks are gone).

Book Read Aloud: WHO TOOK THE COOKIES FROM THE COOKIE JAR? by Bonnie Lass & Philemon Stueve's https://youtu.be/zzT4L7PplWs read by/courtesy of Amy Parcels. (Talk about how the cookies were 'all gone' from the jar.)

SOCIAL INTERACTIONS AND VIDEO MODELING

During physical transition times (I.e., moving to a new location), students will move and be **all gone** from the previous area. Adults can comment how the students are all gone from that area. Playing hide-and-seek can also be a fun way to target all gone. When the counter opens their eyes, can comment everyone is all gone!

SENSORY MOTOR

Create a sensory motor obstacle for your students to enjoy! Check out the website article below to learn how to make a sensory motor obstacle. As students play and go through the obstacle, comment and have students see, "Look everyone has **all gone** through the course!" Engage students by making the obstacle course together, gathering materials. Expand this into a language activity by talking about the different objects being used and the vocabulary.

Sensory OBSTACLE COURSES
From Objects and Toys in Your House

*Courtesy of My Mundane & Miraculous Life.

Activity: Obstacle Courses for Sensory Input (From Objects You have at Home!) – courtesy of/by My Mundane & Miraculous Life.

https://www.mymundaneandmiraculouslife.com/obstacle-courses-sensory-input-objects-home/

STRUCTURED ACTIVITIES

The students can talk about the questions all gone in the stories that were read aloud such as the PETE THE CAT FIVE LITTLE DUCKS or WHO TOOK THE COOKIES FROM THE COOKIE JAR?. Focus on the word, **all gone**; have students practice moving manipulatives so that they are all gone.

Use of Boom Cards interactive website for expansion of targeting all gone. Utilize "FREEBIE! Hide and Seek (Forest animal picnic" activity courtesy of/by BabbleBee Speech: https://wow.boomlearning.com/deck/freebie-hide-and-seek-forest-animal-picnic-6qvXCzyyCPYHsbyGi to have students find where the animals have all gone.

For an expansion activity, utilize TeachersPayTeachers "One Elephant Went Out To Play Adapted Song Book. Special Ed. Autism." activity courtesy of/by Ali's Adapted Book Corner: https://www.teacherspayteachers.com/Product/One-Elephant-Went-Out-To-Play-Adapted-Song-Book-Special-Ed-Autism-5287659?st=c236ac784500211210af195a7f8027a7 to have students listen to the song then ask where the elephants have all gone. Expansion activities within this document as number icons and an identical matching activity.

VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Ducks Kids Songs Super Simple Songs https://youtu.be/pZw9veQ76fo courtesy of/by Super Simple Songs - Kids Songs. Talk about how the ducks have **all gone** out to play! At the end the ducks are all gone, but then come back!

Pop The Bubbles Kids Songs Super Simple Songs https://youtu.be/5CI29h-AXDM courtesy of/ by Super Simple Songs - Kids Songs. After the bubbles are popped, comment how they are all gone!

ART OR SCIENCE ACTIVITIES

This art activity "Flower Suncatcher: A Flower Mandala Kids Can Make" can be used to have students see how the sun has **all gone** through their creations! Expand upon activity by having students say/find some of the related vocabulary words on their AAC devices/low tech boards as they make their craft.

*Courtesy of The Artful Parent.

Flower Suncatcher: A Flower Mandala Kids Can Make – courtesy of/by The Artful Parent https://artfulparent.com/the-perfect-frame-for-a-flower-mandala/

USE OF APPS OR OTHER TECHNOLOGY

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

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

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

Use *Clicker Writer* for writing words, phrases or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**all gone**.'

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

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

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

an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: Can

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

ASKING QUESTIONS (e.g. Can you help me?)

PROVIDING INFORMATION (e.g. She can ride a bike.)

VOLUNTEERING/DEMONSTRATING INDEPENDENCE (e.g. I can do it.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Moving beyond requesting/demanding (i.e. "I want ___."), students can work on asking for more food/drink during mealtimes. Adults can provide a visual support, gestural prompt, verbal prompt, and/or model to help students learn to ask (ex. "**Can** I have...").

Circle: Adults can emphasize asking for a turn to hand out photos, pick out a song, or choose a book to read. If asking for volunteers, students can practice raising a hand and communicating "I **can**."

PLAY

Toys and Games: Students can work on turn taking skills by requesting for turns or opportunities to play with new toys. Adults should use visual supports to aid in giving choices for toys and games, as well as for modeling core words (i.e. **Can** I have a turn? Can I play? Can I use blue paint?).
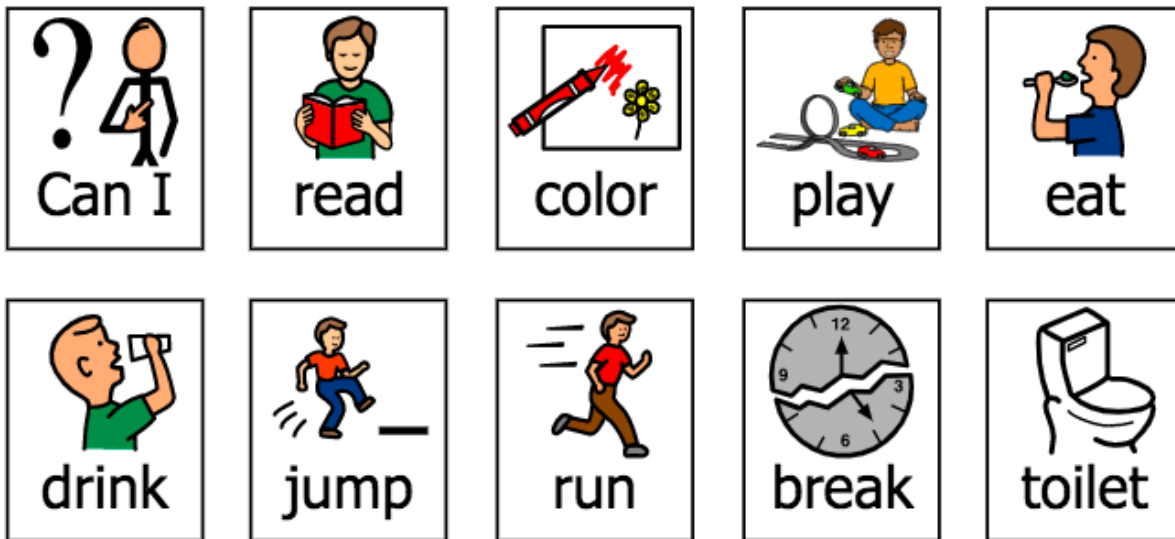
Can I	read	color	play	eat
drink	jump	run	break	toilet

READING

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

Yes We Can By Sam McBratney | Children's Book Read Aloud

https://youtu.be/IIpDSBo3OUo

I can Do It Myself | Read Along | Children's Book | Story Book | Kid Books |

https://youtu.be/fbLx5CY4wdA

CAN I KEEP IT? Children's Book Teaching Empathy | Kids and Pets | Read Aloud

https://youtu.be/e1IZy6-IeXI

Mr. Brown can Moo! Can You? Dr Seuss Read Along Aloud Book

SOCIAL INTERACTIONS AND VIDEO MODELING

Early functional communication can often become stagnant in the area of requesting (i.e. I want ___.). It's an important skill to learn the difference between when to make a statement about wants/desires vs. when to ask for permission or for possession. Students can work on asking for desired play schemas, to transition, or for favored items using "**Can** I...". Video modeling of making socially appropriate requests can help students identify and replicate such situations.

Students will also benefit from demonstrating independence by voicing "I **can** do it." Adults can provide opportunities for students to perform tasks on their own. For example, asking, "Can you put the puzzle together?"

SENSORY MOTOR

Adults can encourage bravery, exploration, and new experiences in the motor room or on the playground by asking questions like, "Who **can** run the fastest?" or "Who can go down the slide?" or "Who can find something green?"

Adults can also work on teaching boundaries during gross motor activities inside or outside by making statements like, "I cannot push my friends." or "I can't climb the fence."

VIDEOS, MUSIC, ANIMATED SHORTS

I Can | Core Vocabulary Song - Speech and Language Songs

https://www.youtube.com/watch?v=rL1UI0cAbMs

Core Word "Can" Playlist on YouTube - Brianna Hof (Can You Feel The Love Tonight, Yes I Can, Together We Can, I Can Go The Distance, Can You Feel It, Can Song, Alesso (We Could Be), Men Without Hats)

Can I read that book? - Exciting song - Sing along

STRUCTURED ACTIVITIES

Adults should choose a motivating group activity that requires one student at a time to contribute. For example, building a tower out of blocks or magnatiles, putting a large puzzle piece together, or gluing pieces together to make a body/face. Adults should begin by modeling, "I **can** put the eyes on. Who is next? Raise your hand and tell me..." while gesturing to the visual supports. Student can take turns saying, "I can stack!" or "I can put on nose," or "I can put on the red block."

Students can work on identifying actions that are able to do and not able to do using photos or videos of actions (ex. Flying, running, swimming, using x-ray vision) and then state if they **can** or can't.
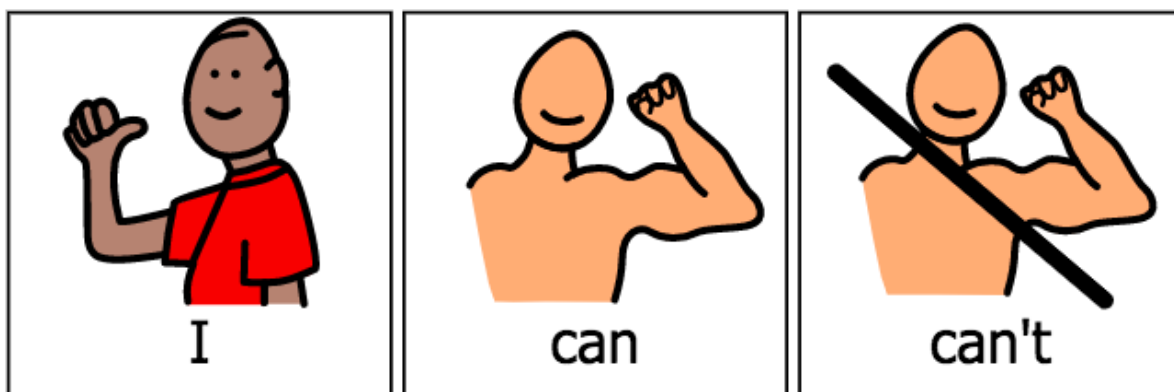
ART OR SCIENCE ACTIVITIES

Adults should emphasize new actions and tasks, while modeling the core word during creative activities. For example, "I **can** mix fast!" or "You can smoosh that," or "He can have blue paint."

USE OF APPS OR OTHER TECHNOLOGY

*Pinkcatgames.com (Feed the pumpkin, reindeer, monster): Have the student give dialogue to the animated character, asking to eat lots of fun treats and snacks (ex. **Can** I have a donut?).*

Alexa/Siri/Google: Have the student ask to play favorite songs. Adults can model and assist the student to ask, "Can you play Twinkle Twinkle Little Star?"

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 Molly Hartzell @ molly.hartzell.mh@gmail.com.

Thank you!

CORE WORD: Big

For Educators, Related Service Providers and Parents

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

DESCRIBE (e.g. eat **big**, jump **big**, open **big**)

TELL A STORY (e.g. **big** party, **big** day)

EXPRESS FEELING (e.g. **big** sad, **big** mad, **big** hurt)

SHARE AN IDEA (e.g. **big** tell, **big** idea)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can eat big kinds of food (e.g. big sandwiches, big cookies) and use very tiny plates to exaggerate the contrast. Students can tell why the tiny plates are a problem (e.g. food **big**).

Adults can make comments on the **big** problem of little plates and **big** food (e.g. my food is too **big**!)

Circle:

Students can make big noises together and try to make bigger noises than their friends.

Adults can provide a variety of models of how to make big noises (e.g. With your voice, by drumming on things, by popping balloons) and support access for all students by providing toys or instruments for students to make noises with. Adults can play a loud song while students make noise and encourage students to make **bigger** noises than the music.

PLAY

Toys and Games:

Students can play with the Goliath Pig Pop Game. Students can feed the pig little sandwiches and make its tummy get bigger and bigger until its belt pops open. Students can talk about what happens when the pig eats the sandwiches (e.g. **big** tummy).

Adults can take turns and model **big** on the student's device every time the pig gets a little bigger but doesn't yet pop.

Recess:

Students can make the biggest circle possible with as many people and toys or drawing with chalk.

Adults can offer choices of how to make the circle bigger and bigger (e.g. need a **bigger** group, find more toys, ask more friends)

READING

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

Kamal and Maya's Big Idea by Meena Haris from YouTube courtesy of HarperKids

https://www.youtube.com/watch?v=fmhmWkwN2kA

Great Big Things by Kate Hoefler from YouTube courtesy of Earl Gray

https://www.youtube.com/watch?v=LJF8WZhvB94

Foxy and Egg by Alex T. Smith from YouTube courtesy of Isaac's Storytelling & 1-minute Jokes

https://www.youtube.com/watch?v=En4v9AoPhrM

Breathe with Me by Mariam Gates and Sarah Jane Hinder from YouTube courtesy of Sounds True

https://www.youtube.com/watch?v=2PYHmihv3wY

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use predictable chart writing to come up with ideas for the best vacation ever. Students can tell their **big** idea for this **big** vacation.

Adults can facilitate Predictable Chart Writing, a fun and easy shared writing activity. Adults can introduce the topic and give a title (e.g., best vacation ever). Adults can model how to complete the sentence starter, "**Big** fun is…." and write it on a chart. Students then brainstorm ideas with their partners. Students can take turns sharing their ideas "**Big** fun is…." with the group as an adult writes each student's idea on the chart.

SENSORY MOTOR

Students can blow up a balloon as **big** as possible until it makes a **big** noise.

Adults can encourage students to hold the balloon in their hands and squeeze it while it grows bigger (e.g. feel **big**)

VIDEOS, MUSIC, ANIMATED SHORTS

Big Girls Don't Cry by Fergie from YouTube courtesy of Fergie
https://www.youtube.com/watch?v=agrXgrAgQ0U

Big Hard Sun by Eddie Vedder from YouTube courtesy of Fine Folk Music

https://www.youtube.com/watch?v=Ez8b2VHjVB0

STRUCTURED ACTIVITIES

Students can make a collage of things that are big (e.g. rockets, planets, elephants, skyscrapers).

Adults can provide cut out pictures to choose from, and model **big** on student's devices as they add images to their collage. Students can do the same collage for the word "little" and share out to compare and contrast the collages.

ART OR SCIENCE ACTIVITIES

Students can add mentos to coke to make a **big** reaction. Students can describe the experiment afterwards in a "lab report" (e.g. tell **big**, see **big**, fast **big**).

Adults can provide pictures of students doing the experiment for their "lab report" and a word bank of things from the experiment to describe.

USE OF APPS OR OTHER TECHNOLOGY

Breathe, Think, Do by Sesame Street. Students can help monsters with **big** problems and **big** feelings calm down. Adults can talk about a time they notice

the students had a **big** problem or felt very strongly and needed help calming down.

https://apps.apple.com/us/app/breathe-think-do-with-sesame/id721853597

NASA Kids Club by NASA. NASA's app includes games focused on a space idea, with leveled games for different challenge levels. Students can compare how much they would weigh or how old they would be on different planets. Adults can talk to students about things (like planets) that are very **big.**

https://www.commonsensemedia.org/website-reviews/nasa-kids-club

WORD WALL: Create a WordWall and add **'big'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: Little

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

DESCRIBE (e.g. eat **little**, jump **little**, **little** dog, **little** sister)

EXPRESS FEELING (e.g. **little** sad, **little** mad, **little** hurt)

REMIND (e.g. one **little** thing, **little** problem)

NEGOTIATE (e.g. **little** broccoli, run **little**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell how much food they want (e.g. **little** potatoes, **little** juice).

Adults can give students very tiny plates/cups to make the conversation silly, memorable, and meaningful - students will have to ask for only a **little** bit of food

because the plates are so small. Adults can also pass out food one item at a time, so students have lots of opportunities to answer.

Circle:

Students can play a song together and try to make it very little (i.e. turn down the music, sing very quietly, move very tiny).

Adults can model and provide choices for tiny dance moves, and tiny parts of the body to move, etc. (e.g. **little** toes, **little** lips; **little** wave, **little** jump). Adults can contrast this activity with "big" by turning up the music loud, doing big dance moves etc.

PLAY

Toys and Games:

Students can have a treasure hunt in sensory bins filled with sand or rice to look for miniature toys (e.g. mini boardgame pieces, or mini plastic animals). Adults can make a list of sentence frames for students to complete as they find items (e.g. I find **little** _____.). Students can tell what little things they find.

Recess:

Adults can pretend to end recess very early, then reveal the joke and send everyone back to play. Adults can tell students how **little** recess they have today, and that they will need to play really quickly before it's over.

After the real recess ends, students can tell about the silly short recess (e.g. **little** fun, **little** play, **little** sad)

READING

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

You are (Not) Small by Anna Kang from YouTube courtesy of Joshy's Story Time

https://www.youtube.com/watch?v=VoGSu7kS7f0

The Smallest Girl in the Smallest Grade by Justin Roberts from YouTube courtesy of NomNomReadRead

https://www.youtube.com/watch?v=AjWE-S_78vU

The Lion Inside by Rachel Bright from YouTube courtesy of Bedtime Stories

https://www.youtube.com/watch?v=GlfDD3gYZ_0

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use money to buy treats. Adults can pass out different amounts of money so that students alone have too little to buy any treats. Students can talk about how little money they have, then find a friend to pool enough money and buy a treat together.

Adults can model how much money each student has (e.g. **little** money). Adults can give students choices of who to team up with to get enough money, and choices of little snacks they can buy with less money.

SENSORY MOTOR

Students can set a timer for a very short amount of time. Students can move a tiny part of their boy in a tiny way until the timer goes off.

Adults can model and provide choices of little ways to move (e.g. **little** dance, **little** turn).

VIDEOS, MUSIC, ANIMATED SHORTS

Little Boxes by Walk off the Earth from YouTube courtesy of Walk Off the Earth

https://www.youtube.com/watch?v=LM8JhvfoqdA

Little Black Submarine by The Black Keys from YouTube courtesy of The Black Keys

https://www.youtube.com/watch?v=6k8es2BNloE

Big City Dreams by NeverShoutNever from YouTube courtesy of NeverShoutNever

https://www.youtube.com/watch?v=TMlj28o-Avk

On the Bright Side (6ft Tall) by NeverShoutNever from YouTube courtesy of NeverShoutNever

https://www.youtube.com/watch?v=-zm6i-C0p1Y

STRUCTURED ACTIVITIES

Students can make a collage of things that are little (e.g. raindrops, toes, cells, timers running out, babies).

Adults can provide cut out pictures to choose from, and model **little** on student's devices as they add images to their collage. Students can do the same collage for the word "big" and share out to compare and contrast the collages.

ART OR SCIENCE ACTIVITIES

Students can use a microscope or camera to zoom in and look at very little things (e.g. look **little**).

Adults can support access by providing different sizes of items to zoom in on, and model comments while students are engaged in the activity (e.g. make **little** things look big).

USE OF APPS OR OTHER TECHNOLOGY

Geocaching by Groundspeak. Geocaching is a treasure hunt for little trinkets that regular people have hidden and pinned on the map. Adults can talk about a big adventure to find a very **little** surprise. Students can follow the **little** dot on the map showing their location and adults can navigate to the hiding place.

https://play.google.com/store/apps/details?id=com.groundspeak.geocaching.intro&referrer=utm_source%3Dgeocaching-website%26utm_campaign%3DQ1-2018-update-logged-out-home-page

Littlest Pet Shop by Electronic Arts. Littlest Pet Shop is a simulation game where students can take care of and play with little virtual pets. Adults can model comments about big animals in real life and **little** animals on the phone.

https://www.commonsensemedia.org/app-reviews/littlest-pet-shop

WORD WALL: Create a WordWall and add **'little'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: This

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WAYS WE CAN USE THE WORD

SHARE INFORMATION **(**e.g. **this** is mine)

NEGATE (e.g. **this** is not mine)

ASK QUESTION (e.g. is **this** yours?)

COMPLEMENT (e.g. **this** is awesome)

DESCRIBE (e.g. **this** is small)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can use '**this**' during snack time to explain to others what they are eating for snack (e.g. "this is hot").

Circle: Students can take turns describing an object during circle time using "**this**."

PLAY

Toys and Games: Students can practice using "**this**" while explaining how a toy or game works (e.g. "**this** is the button that turns it on").

Recess:

Students and adults can take someone on a tour of the playground during recess and explain what each part of the playground is to a friend (e.g. "**this** is a slide").

READING

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

Don't Touch **This** Book by Bill Cotter, courtesy of Shon's Stories: https://www.youtube.com/watch?v=AaoouygWR8A&ab_channel=Shon%27sStories

This book is about a monster who doesn't want anyone to touch his book, but he wants to show his book to everyone else.

This is my family by Gina Mercer Mayer, courtesy of The Librarian Angelina Jean: https://www.youtube.com/watch?v=6NeKTgoF07s&ab_channel=TheLibrarianAngelinaJean

This book is about little critter and what his family looks like. It goes into what family members do when they get home as well.

The Color Monster, a story about emotions by Anna Llenas, courtesy of Storytime with Elena: https://www.youtube.com/watch?v=PWujGPb6mgo&t=26s&ab_channel=StorytimewithElena

This book is about different emotions. When each emotion is introduced, it begins with **This** is _____ and talks about the different emotions.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can use 'this' while introducing a new friend to a group (e.g. "**this** is Beth, my best friend").

SENSORY MOTOR

Students and adults can play a "what's this?" game when using a sensory bin. Students can say "**this** is _____" while they simultaneously point to an object.

VIDEOS, MUSIC, ANIMATED SHORTS

Hyperlink to YouTube or other site with any credits that should be given

Copy and paste visible link below as well

Sight word "**this**" by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel: https://www.youtube.com/watch?v=r17614wl7eg&ab_channel=JackHartmann KidsMusicChannel

Sight word "**this**" by Mr. Clown's Word of the Day, courtesy of Mr. Clown TV: https://www.youtube.com/watch?v=8OMpAmYOac8&ab_channel=Mr.ClownT V

"**This**" sight word by Miss Molly, courtesy of Miss Molly: https://www.youtube.com/watch?v=bALO2EZYdPA&ab_channel=MissMolly

This little light of mine by Listener Kids, courtesy of Listener Kids: https://www.youtube.com/watch?v=cKkbIZtqhyQ&ab_channel=ListenerKids

Young Adult:

The Game of Love by Santana featuring Michelle Branch, courtesy of Santana: https://www.youtube.com/watch?v=HKLnmMacEB4&ab_channel=SantanaVEV O

This is Me from the Greatest Showman, courtesy of Atlantic Records: https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecor ds

This is Me from CampRock by Demi Lovato and Joe Jonas, courtesy of DisneyMusicVevo: https://www.youtube.com/watch?v=6HCUoMgviwU&ab_channel=DisneyMusic VEVO

Girl on Fire by Alicia Keys, courtesy of Alicia Keys:
https://www.youtube.com/watch?v=J91ti_MpdHA&ab_channel=aliciakeysVEVO

STRUCTURED ACTIVITIES

Adults and students can talk about different items and if they would rather have **this** or that. A worksheet can be created and students can circle which item they rather have.

*courtesy of Classroom Champion

ART OR SCIENCE ACTIVITIES

 Drawing inspiration from the structured activity above, students and adults can create a 'This or That Collage' using construction paper, pictures of foods or toys and circle all of their favorites and (with necessary support) write "**this**" under the chosen favorite pictures.

USE OF APPS OR OTHER TECHNOLOGY

 Adults can ask students "what's **this**" when asking about different pictures on applications that the students are using. Students can be encouraged to say **"This** is _____).

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram **@newfriendscollective**

Thank you!

CORE WORD: Tell

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WAYS WE CAN USE THE WORD

DIRECT BEHAVIOR: **Tell** your teacher.

REQUEST: **Tell** me what you want.

ASK QUESTION: Can you **tell** me what you like?

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can ask others to **tell** them what they are eating, or what they like eating.

Community: Adults can make sure students know who and what to tell safe adults, such as where they are going, what they are doing, etc.

Circle: Adults can ask students to tell them or their various pieces of daily information, like the weather, how they are feeling, etc.

At home: Students and adults can use 'tell' to ask each other to tell them about their day, or tell them what they want for dinner.

PLAY

Toys and Games: Students and adults can play telephone and **tell** the other person what they heard. Students can also have a show-and-tell activity. Young students can bring toys or other items they want to tell others about. Older students might tell others about personal pictures.

Students and adults can play storytelling games with picture cards or special dice that provide prompts.

READING

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

Tell me about your day by Olivia Orr, read aloud by StoryTime at Awnie's House

https://www.youtube.com/watch?v=pNA7EKCEjns

Tell me a story by Alma Flor Ada, read aloud by Paulina Valladares

https://www.youtube.com/watch?v=xHO4pf34dDg

Ralph Tells a Story by Abby Hanlon, read aloud by Simply Storytime

https://www.youtube.com/watch?v=g5ss8RTyzrw

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can use tell to start a conversation (e.g. tell me…). Students use tell as a question and ask others to tell them about something. Visual models with options for what someone could tell them.

Adults can create video models of the student answering the question, "tell me about your day."

SENSORY MOTOR

Adults can create sensory tubs using dried beans or beads, with hidden toys or pictures inside. Students can find objects and **tell** adults or each other what

they find, or perhaps tell them something about the object. Students can try closing their eyes and telling others what they think they found by just feeling it.

VIDEOS, MUSIC, ANIMATED SHORTS

Core Vocabulary in AACtion: TELL by Speech Without Limits

https://www.youtube.com/watch?v=X3gaNA8dJH0

Tell Me Core Vocabulary Song by Speech and Language Songs

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

STRUCTURED ACTIVITIES

Adults can introduce the core word on the talker or big core board. Adults can introduce various activities or songs that illustrate the different ways you can use the word **'tell.'**

Adults can create shared writing activities; they can start with the word "tell" and pick who they should tell next. Students can also use "tell me a _____" and fill in the last part, with story, joke, about your day, etc. Make sure students understand that "tell me a" is not one word.

ART OR SCIENCE ACTIVITIES

Students can create art collages based off things they **tell** others, such as what they like, what they did over the weekend, etc. Students can find the images online or cut the pictures out of magazines or draw them.

Students can create their own surveys, asking others to tell them something, such as their favorite color, favorite type of cookie, etc. Students can make graphs and tell the class what they found.

USE OF APPS OR OTHER TECHNOLOGY

Balloonimals: In this app, you can choose a color of balloon, and touch the balloon to make it look more and more like a random balloon animal. Students can tell you what color they want, and what animal they think it will turn into.

Toca Monsters: In this app, you choose a monster to feed, and pick a food to prepare using various kitchen tools for the monster to eat. Students can tell you what food they want, tell you what to do with the food, and tell the monster to eat the food.

WORD WALL: Create a WordWall and add **'tell'** 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 Jennifer Yoshimura @ jyoshimura@acts-at.com

Thank you!

Core Word: Show

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

ASK A QUESTION **(**e.g. Did you watch any **shows** this weekend?)

SHARE INFORMATION (e.g. I want to **show** you something!)

REQUEST (e.g. Can you **show** me what you're working on?)

INSTRUCT (e.g. I will **show** you how to subtract.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word **show** on device and with their voice as a prompt for students (e.g. **Show** me what you brought to drink. **Show** me your favorite snack.) Adults can support students' use of core word, having students ask questions of their peers: Did you watch a **show** last night? Can I **show** you something cool after snack?

Circle: Adults can ask students to **show** what they brought with them to circle time (e.g. Show me what you have. Can you show me your pencil? Show me your book! Show me your talker!). Additionally, adults can create a routine where the student will **show** their talker during morning meeting each day (e.g.

Did you bring your talker to circle, show me!). Adults can also model the core word by prompting students to show that they are listening and ready for learning (e.g. Show me quiet hands. Show me you're ready.)

PLAY

Toys and Games: Adults can model the core word on device and with their voice and ask students to "**show**" them what item they would like to play with or how to play with the item (e.g. Show me what toy you want! Can you show me? Show me which one. Can you show me how to play? Show me how you use it.)

Charades: Adults can play charades with the students by giving prompts using the core word of what to act out. Different actions, emotions, or animals can be placed on slips of paper, put into a bowl, and drawn at random (e.g. Monkey, show me what a monkey would do! Show me run! Show me happy!)

Simon Says: Similarly, adults can play a game of Simon Says that uses the core word in the prompting (e.g. Simon says, show me a thumbs up! Simon Says, show me a pencil! Show me a giant hop!)

Recess: Adults can model the core word on a device and with their voice, by asking students to "**show**" them what item they would like to bring to recess or where they would like to play at recess (e.g. Show me what ball you want! Can you show me where you want to play? Show me which one. Can you show me how you go down the slide? Show me how you swing.)

READING

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

To Shy For Show And Tell, by Beth Bracken, courtesy of Kid's Book Read Aloud Storytime: https://www.youtube.com/watch?v=fUCvwLn_5Xl

This book is about a boy too shy to share with his classmates all the things that make him unique. Will he build up the courage to participate in his class' **show** and tell?

https://www.youtube.com/watch?v=fUCvwLn_5XI

Show Me a Story: Writing Your Own Picture Book, courtesy of Emden Lee,
https://www.youtube.com/watch?v=ucEkYbjulmo

This how-to book walks students through creating their own unique picture book. Adults can read portions of the book, then support the students to **show** the next part of their story, using a concept from the book: dialogue, problem, character, etc. Story elements ("tools") are described through an ongoing story about a Canadian goose named Webster.

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

Show Time for Flip Flop, by Janice Levy, courtesy of Katherine Dinerman,
https://www.youtube.com/watch?v=RHzrff93fh4

Flip Flop the frog must participate in the class play but has stage fright-- but the show must go on!

https://www.youtube.com/watch?v=RHzrff93fh4

Young Adults

Show Me a Sign, by Anne Clare LaZotte, courtesy of Chapter 1 Read-Aloud
,https://www.youtube.com/watch?v=Jry66wvQBYI

A story about 11-year-old Mary who lives in a farming town. Mary is deaf, and lives in a special community where many are deaf too. What happens when a scientist comes to town, and changes the way Mary thinks about her home?

https://www.youtube.com/watch?v=Jry66wvQBYI

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can participate in **show** and tell. Students can select an item from home to share with peers and describe why they chose to share it. Adults can support students in presenting in front of peers and answering questions about the object.

Students can act as the teacher and **show** their peers how to do something. For example, if a student creates an art project, they can show their classmates how to do it. Adults can help students generate their responses prior to presenting or could provide the words for the student on a device and with their voice while the student performs the tasks (e.g. Show us what you did first! Oh, first you got out paint. Show us how you made that shape!)

Social Scenes: Adults can help students practice social skills and emotions, while modeling the core word with a device and with their voice. For example, adults can provide prompts such as: show me your happy face, show me how you ask for help, show me where your friend sits.

SENSORY MOTOR

Sensory Bins: Adults can create different sensory bins using various materials (dry pasta, rice, kinetic sand, shredded paper) and hide small objects within. Adults can model using the word "show" support students to find certain hidden objects of different sizes, colors or shapes. For example, "**show** me something orange!" Students can search through individual sensory bins to see if theirs has the correct item or circulate to various bins around the room. After a student locates an item, adults can support them to ask the class for the next item to locate in the bin, using the word "show."

VIDEOS, MUSIC, ANIMATED SHORTS

Music

Show Yourself (From Frozen 2 Sing-Along), performed by Idina Menzel and Evan Rachel Wood, courtesy of DisneyMusicVevo
https://www.youtube.com/watch?v=nrZxwPwmgrw

There's No Business Like Show Business, courtesy of Kids on Broadway,
https://www.youtube.com/watch?v=k3LdhZAEli8

Young Adults

The Greatest Show, performed by the cast of The Greatest Showman, courtesy of Atlantic Records
https://www.youtube.com/watch?v=NyVYXRD1Ans

Show Me The Way, performed by Peter Frampton Courtesy of Peter Frampton
https://www.youtube.com/watch?v=Qh4zqMMaRlA

The Show, performed by Lenka, courtesy of Lenkatcv,
https://www.youtube.com/watch?v=elsh3J5lJ6g

Video
Kids Share Their Hidden Talent/Show and Tell, courtesy of HiHo kids,
https://www.youtube.com/watch?v=_IN2vu9XlZc

STRUCTURED ACTIVITIES

Creative Collage: Adults can ask students to gather photos or images to "show" all the different things they love. For example, photos of the family can be incorporated, favorite foods, games, toys, etc. Students can create the collage online with the help of an adult or students can cut out and glue the images to a poster (e.g. This poster will show me what you love! Let's find a picture that shows what you like to play! Can you show me your favorite color?)

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**show**" and explicitly teach the core word.

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 what "show" means. Example of predictable chart writing below.

Predictable Chart Writing

Show means _____.
I like to show _____.

I like to watch the show _____.
The teacher will show us _____.

ART OR SCIENCE ACTIVITIES

Show Me Cards: Adults can create a deck of cards with different preferred activities for a student, with different phrases using "**show** me." Students can select a card and use it as inspiration for free time or art. A card can read: Show me a flower wearing a hat, show me a picture of a castle, etc. Then the student can use the card to guide their art project or free time. Students can even help create the topics or ideas to put on the cards in a class brainstorming session.

Art Show: After any structured art project, once the projects are complete, adults can support students to prepare an art **show**, by arranging work around the class, and inviting peers or teachers from other rooms to show their work to.

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 app through distance learning, adults can have students give instructions on what actions the adults should take during gameplay. Adults can prompt students to focus on using the core word, **show**, while giving the student instructions. For example, students can practice the core word with phrases such as: show me boy, show me school, etc. Additionally, adults can model the core word while they play, using phrases such as: Let me show me this room, Can I show you what happens when I click here?

If the adult is with 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, show me what you want to do! Can you show me the screen?)

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, **show**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character putting on a show!

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. Adults can model the core word, show, to draw focus on their actions (e.g. Let me show you what happens! Show me what happens when those two elements mix!)

WORD WALL: Create a WordWall and add **'show'** 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** and Liz Cambra @ **lizcambra@gmail.com.** Liz and Andriana are graduate students at San Francisco State University.

Thank you!

CORE WORD: Again

For Educators, Related Service Providers and Parents

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

GREET (e.g. Great to see you **again**.)

ASK QUESTIONS/CLARIFY (e.g. Could you say that **again**?)

REQUEST (e.g. I want to play the game **again**)

TELL ON SOMEONE: (e.g. Mom, she's doing it **again.**)

ROUTINES AND SCHEDULES

Music: During music class/time, model **again** by asking students if they would like to hear the song again or if they would like to listen to a different song.

Snack/Lunch: A lot of our students like to eat the same food items for lunch day-to-day. Model **again** as you comment on who is eating the same food item again. For example, "Johnny, are you eating Goldfish crackers **again**?"

PLAY
Toys and Games
Bubbles: Bubbles are a highly motivating activity! Every time you dip the wand back in the bottle, you have an opportunity to model **again.**

Go fish: pick one of the various versions of 'go fish' either with classic card deck or a deck made specifically for go fish. As you play focus on modeling 'go **again**' instead of go fish.

Recess:

Make it, Take it: This game involves a basketball and hoop. Player 1 takes a shot. If Player 1 makes the basket, they shoot **again**. If they miss, it is Player 2s turn.

Play structure: Many students love going down the slide **again** and again! Use this opportunity to model "slide again" or "down again" as the student has fun at recess!

READING

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

Again| Emily Gravett | Read Aloud by Kahaani Box
From GoodReads: Every night, baby dragon Cedric loves his mom to read his favorite dragon book. He wants to hear it over and over again until the exhausted mom falls asleep...
https://youtu.be/F02h_vmOyso

Pete The Cat and his Four Groovy Buttons | Read aloud by Jordan Stuhltrager
Model how Pete's button popped off **again**! He keeps losing his groovy buttons again and again!
https://youtu.be/EmR-Mfj3qB4

Pete The Cat I love my white shoes | Read Aloud by Jordan Stuhltrager
Pete yet again keeps doing things again and again! In this story Pete steps in things again! Read along and model how Pete stepped in something again!
https://youtu.be/zWk8umNzc4g

SOCIAL INTERACTIONS AND VIDEO MODELING

Video modeling open with Mister Clay | Learning With Mister Clay/ Fishing and core words/ AAC educational video for kids
https://youtu.be/n4O1IRbpHXg

Have a facilitated conversation about how we sometimes don't hear or understand others and we might have to ask them to say something **again.** Talk with the group about how you can ask someone directly to say that again, or you might indicate to them that you did not hear them or that you were not sure about what they meant and you would like them to explain again.

SENSORY MOTOR

Animal walk: For this activity, you only need a straight path about 20 feet long (hallways work great!). Have students go back and forth between two cones (or other markers). Each time they go from cone to cone, have them move like a different animal, using the phrase "You're going to go **again**, but this time, walk like a [insert animal]." Need help thinking of animals? Students can walk like a duck, bear, crab, they can hop like a bunny or a frog, and they can gallop like a horse.

STRUCTURED ACTIVITIES

Boom Cards: Core Word - Again | Ms. Dickson SLP
This deck costs 100 points (about $1), but if your students like Boom Cards and you're targeting **again**, this deck is great.
https://wow.boomlearning.com/deck/core-word-again-35akERKuruxGWb2w5

Patterns: Work on a pattern activity and talk about how the pattern repeats **again** and again.

ART OR SCIENCE ACTIVITIES

Art: Research printmaking artists and talk about how they replicated the same design **again** and again. There are many different types of printmaking. Explore lithograph artists such as Henri de Toulouse-Lautrec and M.C. Esher. Or explore artists utilizing screen printing as a technique, such as Roy Lichtenstein. Focus on

how each artist uses the technique to make the same image more than once (again). [Warning: before focusing on Andy Warhol, do some exploration about his problematic views. Consider introducing your students to other artists.]

Art: Make your own rubber stamps or get creative with other materials. With stamps you can make the same image **again** and again.

Science: Talk about the scientific method. Focus on the reproducibility aspect and how you need to do the experiment **again** to see if the hypothesis is valid.

USE OF APPS OR OTHER TECHNOLOGY

Try one of many free puzzle apps available through IOS or https://play.google.com/store/apps/details?id=com.aboutfun.kidspuzzlesgoogl e play store. We like **Kid's Puzzles by Jigsaw puzzle for kids** which features multiple free puzzles of various complexity. Try giving students a puzzle that is just a little more difficult than one they've succeeded at before and encourage them to try **again** when a piece doesn't fit. You can even model the whole activity yourself, show how sometimes you can't find the correct piece and need to try again!

When typing out a writing assignment, use the opportunity to talk about why you need to write things **again** even when you've finished writing. Sometimes we make mistakes when typing and reading over our writing again can help create complete finished assignments!

VIDEOS, MUSIC, ANIMATED SHORTS

Oops I Did it Again | Britney Spears | Official music video
While this song only says the word **again** once in the chorus, the excitement you feel hearing this throwback will be contagious to your students. (Highly recommend modeling "silly" or "funny" if your dance moves are anything like mine.)
https://youtu.be/CduA0TULnow

If I Never See Your Face Again ft. Rihanna | Maroon 5 | Official music video
Like the previous song, this chorus only features our target word once; however, I think your students will be requesting this song **again**.
https://youtu.be/MbtajuiuLMU

Falling in Love Again | Celine Dion | [YouTube video](#)
While there are more iconic Celine songs, no one can deny her raw talent. If you need a nice slow jam, this is for you. There are a few suggestive lines, making this song recommended for ages 12+
https://youtu.be/PASAYTTLZDQ

Again | Bruno Mars | [Unofficial video on YouTube](#)
Another slow jam with opportunities to model **again**. My students are unexplainably intrigued by Bruno Mars. Let me know if yours are too, please.
https://youtu.be/i3jUme7_5wY

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

READING and the Word Wall: Sound out the letters together. Have the students **again** find the word on the 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ **the.read.with.me.slp@gmail.com**
Follow Jordan on Instagram @ **read.with.me.AAC,** on YouTube @
https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and on Boom Cards @ https://wow.boomlearning.com/author/read.with.me Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @
https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and check out her materials in her Boom Cards store @
https://wow.boomlearning.com/author/read.with.me

CORE WORD: Fun

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

EXPRESS OPINIONS/COMMENT: (e.g., This is **fun**! That looks fun!)

REQUEST: (e.g., Can we have some **fun**?)

ASK QUESTIONS: (e.g., Do you think it's **fun**? Can we make it fun?)

ANSWER QUESTIONS: (e.g., Yes, I had **fun**)

GIVE INFORMATION: (e.g., It's a **fun** game!)

COMMENT: (e.g., The song is **fun**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can find a recipe that they think would be **fun** to make. Forkly has many ideas for inspiration!

https://www.forkly.com/food/edible-crafts-for-kids-20-fun-filled-recipe-activities-with-food/

Circle:

Students can do a "show and tell" about what is **fun** for them. Other students can comment if they think the activity is fun or not fun for them.

PLAY

Toys and Games:

When initiating play, students can ask each other what they would have **fun** playing with.

Recess:

During or after recess, adults can ask students how recess went. They can ask yes/no questions (Did you have **fun** on the slide? Was recess fun for you today?) or open-ended questions (How was recess? What was something fun you did at recess? Who did you have fun with at recess?).

READING

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

Winter Fun courtesy of watchdogs on Tar Heel Reader

https://tarheelreader.org/2019/01/01/winter-fun-16/

Students and adults can read the story and vote on whether they think each snowy activity is **fun** or not fun.

[My New Friend is So Fun!](#) by Mo Willems | Read Aloud for Kids | amandpmstorytime

https://www.youtube.com/watch?v=qJC5bXtYm9w

[This Book Will Not Be Fun](#), by Cirocco Dunlap |Kids Books Read Aloud |Storytime Now!

https://www.youtube.com/watch?v=7CVQl3E9oCs

SOCIAL INTERACTIONS AND VIDEO MODELING

Facial expressions game -Adults can ask students questions such as, "Is this a facial expression we have when we're having **fun**?" Adults can also show videos and pause to ask the students if they think the people in the video are having fun.

Adults can engage in a fun activity with students and talk about what it feels like to have fun (e.g., my face is smiling, I feel excited, I want to jump and run, etc.)

SENSORY MOTOR

Adults can set up various stations with different motor activities. After completing each station, students can describe whether they thought their station was **fun**.

VIDEOS, MUSIC, ANIMATED SHORTS

[Wang Chung - Everybody Have Fun Tonight](#) courtesy of TopPop

https://www.youtube.com/watch?v=S14z50LqvLE

[Trolls World Tour (2020) - Trolls Just Want to Have Fun Scene (2/10)](#) courtesy of Movieclips ("fun" song ends around 1:10 in the video)

https://www.youtube.com/watch?v=HOdgLprZCts&list=RDHOdgLprZCts&start_radio=1

[The Beach Boys, Royal Philharmonic Orchestra - Fun, Fun, Fun (Lyric Video)](#)

https://www.youtube.com/watch?v=xUGM1SkEfE4

Animals Having Fun on the First Day of Spring courtesy of the Oregon Zoo

https://www.youtube.com/watch?v=CeV40GIpgbA

STRUCTURED ACTIVITIES

WHAT DO ELEPHANTS DO FOR FUN? Courtesy of Pamela Miller from Mom.com

https://animals.mom.com/elephants-fun-4089.html

Students and adults can read the short article on what elephants like to do for fun. Students can vote if they think each activity is **fun** or not fun.

ART OR SCIENCE ACTIVITIES

Students can make a photobook documenting a **fun** day full of fun activities. Students can share their photobooks with their peers and talk about why each event documented was fun.

Students can make scrapbooks with friends with photos of people and animals having **fun**. They can share their scrapbooks with peers and talk about how the people and animals look (e.g., they look happy) and what fun things they are doing.

USE OF APPS OR OTHER TECHNOLOGY

Adults can sit with students and go through the apps on their devices and ask if they think each app is **fun** or not **fun**. After completing any game or activity on a device, the same question can be asked.

Donut Maker- Students can follow the steps to make a donut, then put fun toppings on it.

WORD WALL: Create a WordWall and add **'fun'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Sophie Goodwin, M.S., CCC-SLP @ sophieDgoodwin@gmail.com or Beth Kenney @ bkenney@hershey.k12.pa.us.

Thank you!

CORE WORD: You're welcome

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SOCIAL ROUTINE **(**e.g. "Thank you" ..." **You're welcome**!")

INVITE (e.g. **You're welcome** to come along if you want)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can request snack items or request assistance with meal preparation. If/when students say, "thank you," adults can respond with "**you're welcome**!"

Circle: Students can choose props for songs (e.g., animals for Old McDonald). Students can take turns passing out the props and say **you're welcome** after their peers thank them.

PLAY

Toys and Games:

Tea party - Students or adults can ask for a variety of favors (e.g., please pour me tea, more cookies please, etc.) and respond with "you're welcome"

Play "store", ice cream shop, etc. - Students can ask for items and thank the cashier or waitress, cashier/wat

Recess:

On the way out to recess, students can take turns holding the door open. When someone thanks them, they can practice saying, "**You're welcome!**"

READING

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

Manners Time, by Elizabeth Verdick |Little Bookworms

https://www.youtube.com/watch?v=kOMpmkDgT3c

The Berenstain Bears Say Please and Thank You, by Jan Berenstain |Triple C

https://www.youtube.com/watch?v=-duAVf-PO1g

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model the use of "**you're welcome**" in naturally occurring situations and activities, such as during mealtimes, passing out school materials, sharing toys, and during recess or unstructured activities.

SENSORY MOTOR

Adults can print out strips of paper with "**you're welcome**" typed out or written (or students can write and/or cut), then place the strips into a sensory bin.

Students can sort through and find all the strips, and practice saying "you're welcome" every time they find one. This can be done errorless with just "you're welcome" in the sensory bin, or adults can put other words so students practice discriminating among words. Another option would be to print out the AAC icons to make it easier for students to recognize and read.

VIDEOS, MUSIC, ANIMATED SHORTS

You're Welcome - Dwayne Johnson - Moana - DisneyMusicVevo

https://www.youtube.com/watch?v=r4KTqce-9Z0

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

Thank You - You're Welcome |Core Vocabulary Song |Speech and Language Songs

https://www.youtube.com/watch?v=cx8UnW1DbBU

STRUCTURED ACTIVITIES

Adults can explicitly teach when we say "**you're welcome**" by modeling a communication exchange.

If students run a coffee cart or school store, they can practice using thank you and "you're welcome" during naturally occurring opportunities.

ART OR SCIENCE ACTIVITIES

Students can make and decorate cards. They can ask each other and the adults for materials and say thank you and "**you're welcome**" as appropriate.

USE OF APPS OR OTHER TECHNOLOGY

When students need assistance with technology-related tasks, such as accessing YouTube, obtaining headphones, etc. they can ask for help from an adult. When the student says, "Thank you," the adult can model "You're welcome!"

WORD WALL: Create a WordWall and add **'you're welcome'** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Sophie Goodwin, M.S., CCC-SLP @ sophieDgoodwin@gmail.com or Beth Kenney @ bkenney@hershey.k12.pa.us.

Thank you!

CORE WORD: When

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

ASK QUESTIONS:(e.g. **When** will they get here?)

WHINE (e.g. **When** do I get some?)

EXPRESS A FEELING (e.g. **When** _____ happens, I feel _____)

CLARIFY (e.g. **When** did they get here?)

ROUTINES AND SCHEDULES

Schedules: When going over a schedule as a class, students and adults can talk about **when** each activity is going to take place during the day. (e.g. **When** is snack? Snack is at 10. **When** is math? Math is at 11, etc.)

PLAY

Recess: Adults and students can talk about **when** it is going to be their turn to play a particular game during recess. (e.g. **when** is it going to be my turn? It will

be your turn **when** Molly is done swinging on the swing or **when** Molly has been on the swing for five minutes, whichever is first, etc.)

READING

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

When Spring Comes by Kevin Henkes, courtesy of PV Storytime: https://www.youtube.com/watch?v=_IMQguIVLL4&ab_channel=PVStorytime This book talks about what nature looks like before spring comes. If you wait for **when** spring comes, you will see nature change the way it looks and the animals that come out during spring.

When I Grow Up by Al Yankovic, courtesy of Listen and Learn with Mr. Z.: https://www.youtube.com/watch?v=CEmTMTt9ujI&ab_channel=ListenandLearn withMr.Z

This book is from the point of view of a young boy who has been thinking a lot about what he wants to be **when** he grows up. He shares with his class all the different things he wants to be **when** he grows up.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns telling parts of a story. Before the story is being told, the adults can stress about **when** it is going to be someone's turn to talk and add to the story. If the students have a different time remembering **when** it is their turn, the class and adult can go over the rules of who talks **when** to remind everyone of what is happening.

SENSORY MOTOR

Students and adults can use a sensory bin. As students and adults take out different items, they can discuss **when** they would see and/or use the item they selected from the box.

VIDEOS, MUSIC, ANIMATED SHORTS

When sight word by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel: https://www.youtube.com/watch?v=jtvzauEA-4k&ab_channel=JackHartmannKidsMusicChannel

Mr. Clown's Word of the Day: Sight Word "**When**", courtesy of Mr. Clown TV: https://www.youtube.com/watch?v=Bn8Qj4WXJd4&ab_channel=Mr.ClownTV

When You Wish Upon a Star from Pinocchio, courtesy of Disney Musics: https://www.youtube.com/watch?v=pguMUFyJ3_U&ab_channel=DisneyMusics

When I look at you by Miley Cyrus, courtesy of Miley Cyrus: https://www.youtube.com/watch?v=8wxOVn99FTE&ab_channel=MileyCyrusVEVO

When you look me in the eyes by the Jonas Brothers, courtesy of Jonas Brothers: https://www.youtube.com/watch?v=CHilm50fsNI&ab_channel=JonasBrothersVEVO

When you say nothing at all by Alison Krauss, courtesy of Alison Krauss: https://www.youtube.com/watch?v=1SCOimBo5tg&ab_channel=AlisonKraussVEVO

STRUCTURED ACTIVITIES

Adults can have different **when** questions for their students to answer:

When do you eat?
When do you go to bed?
When do you take a bath?
When do you put on a coat?
When do you use an umbrella?
When do you put on shoes?
When do you use a flashlight?
When do you go to the doctor?

Adults can also use low tech sorting sheets to help with **when** questions, courtesy of SpeechLanguageKids

ART OR SCIENCE ACTIVITIES

Students and adults can talk about **when** to use an umbrella and rain boots and then make umbrellas and rain boots with raindrops. Photo courtesy of keepinglifecreative.com

USE OF APPS OR OTHER TECHNOLOGY

Pictello or Tarheel reader: Use Pictello or Tarheel to create different books about **when** different items will be used. For wintertime, it can be talked about what clothes we wear **when** it's cold. For summertime, we can talk about what clothes we wear **when** it's hot, etc.

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @blytle@mail.sfsu.edu
Thank you!

January

he/she	is	sleep	come
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
all gone	**can**	**big**	**little**
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
this	**tell**	**show**	**again**
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
fun		**you're welcome**	**when**
+ - ?		+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:

Month: January	What was helpful?	What wasn't helpful?	What would've been helpful?
Strategies			
Supports			
Activities			