CORE WORD: Own

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 **(**e.g. I **own** this)

ASK QUESTION (e.g. do you **own** this**?)**

COMPLEMENT (e.g. you **owned** the dance floor)

NEGATE (e.g. I don't **own** this)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can take ownership of their snack and indicate that they "**own**" their food.

Circle: Students can bring an object that they "**own**" to circle time and tell the class about it.

PLAY

Toys and Games: During imaginary play students can pretend to go shopping and explain to their friends that they "**own**" their new toys.

READING

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

A color of his **own** by Leo Lionni, courtesy of Armagan Citak: https://www.youtube.com/watch?v=Y8rab-HcTN0&ab_channel=ArmaganCitak

This book is about how different animals have a color of their **own**. Chameleons, however, do not have a color of their **own**. They borrow colors from other animals to be an extremely colorful animal.

I'll do it, taking responsibility by Brian Moses and Mike Gordon, courtesy of Marissa Rivera Read Aloud Books: https://www.youtube.com/watch?v=YpJKWcI6CL8&ab_channel=MarissaRiveraReadAloudBooks

A rainbow of my **own** by Don Freeman, courtesy of Mrs. Clark's Reading Corner: https://www.youtube.com/watch?v=QWn7HAxc9p8&ab_channel=Mrs.Clark%27sReadingCorner

This book is about a boy who wants to catch a rainbow and call it his **own**. As he goes around trying to catch the rainbow, he ends up finding special moments in his everyday world.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can let others know that they would like to do a task independently (e.g. "I want to do this on my **own**").

SENSORY MOTOR

Students and adults can jump on a trampoline. While they are jumping, they can talk about if they are jumping with someone's help, or they are jumping on their **own**. This can be expanded to other preferred sensory motor activities as well.

VIDEOS, MUSIC, ANIMATED SHORTS

Sight word practice Own, courtesy of First Grade Hyde-Addison: https://www.youtube.com/watch?v=yzdmwJAMPEQ&ab_channel=FirstGradeHyde-Addison

We Own the Night from Zombie 2, courtesy of DisneyMusic Vevo: https://www.youtube.com/watch?v=ny7IiPvLTe8&ab_channel=DisneyMusicVEVO

On my Own by Jaden Smith, courtesy of Jaden Smith: Jaden Smith - On My Own (CLEAN) BEST ON YOUTUBE

On My Own by Ross Lynch from Teen Beach Movie 2, courtesy of DisneyMusicVevo: https://www.youtube.com/watch?v=ZFRMOG82SF0&ab_channel=DisneyMusicVEVO

Own my Own by Patti LaBelle featuring Michael McDonald, courtesy of Patti LaBelle: https://www.youtube.com/watch?v=KsH63qJlIMM&ab_channel=PattiLaBelleVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students what "own" means using the following few videos.

On one's own Meaning courtesy of SDictionary

Own Meaning - courtesy ofSDictionary: **https://www.youtube.com/watch?v=iyE7Oicyc8I&ab_channel=SDictionary**

ART OR SCIENCE ACTIVITIES

Students and adults can create an "On my **own**" collage that includes photos of students doing tasks independently (e.g. putting shoes on, zipping backpack, etc..).

USE OF APPS OR OTHER TECHNOLOGY

My Play Town: This app can be used to talk about how after items are purchased in the town, they are **owned** by who purchased them.

WORD WALL: Create a WordWall and add **'own'** 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: Touch

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

REQUEST **(**e.g. Please, do not **touch**)

QUESTION (e.g. Have you kept in **touch**? Can I **touch** it?)

INSTRUCT (e.g. **Touch** the home button.)

COMMENT (e.g. I can **touch** my toes. I've lost my **touch**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word on a device and with their voice during snack and mealtimes by asking students to touch certain items (e.g. Touch your fruit snacks! Touch the fork!) Additionally, adults can discuss what students touch during mealtime (e.g. We touch our lunchbox when we pick it up. We touch our sandwich when we take a bite). Students can practice the core word **"touch"** to indicate what they touched during lunch, with scaffolding and support. Adults can ask, model, and use aided language stimulation with the core word (e.g. Adults can ask, "what things did you touch during lunch? Students can respond, "I touch(ed) my lunch, snack, drink, table, etc.).

Circle: Adults can incorporate the core word, **touch**, during circle time, by asking students to do an alternative move to raising their hand to ask a question. For example, the adult could say, "When you want to talk, touch your head" while modeling their hand touching the top of their head. Or adults can prompt students to raise their hands high, like they want to touch the ceiling.

Additionally, adults can model and emphasize the core word when going over the daily circle time materials. For example, if reviewing what day of the week it is, the adult can ask the student to **"touch"** the day of the week on the board (e.g. It is Thursday! Can you come touch the word Thursday on the board?). Students can also be prompted to use the core word to explain what answer they selected with scaffolding and modeling (e.g. I touch red!)

Adults can also provide students with a prompt to **touch** something to indicate they are listening or ready to move onto the next activity. For example, adults can say, "touch your nose if you can hear my voice" or "touch your chin if you are ready for P.E."

PLAY

Toys and Games: Students can **touch** what toy or game they would want to signal the preferred object to the adult. Adults can provide options for a student and then prompt the student to, "Touch the toy you want to play with today" or "I see you touching the doll, does that mean you want to play with the doll?"

Duck, Duck, Goose: Students can play Duck, Duck, Goose. The name of the game can be modified to include the core word, "Touch Touch Goose!" Adults can model the core word as the students play, "Oh they touched his head but did not say Goose" or "Make sure you touch the person with your hand." The game may be adapted based on student needs. For example, if a student uses a wheelchair, the adult can move the wheelchair around the circle and model "duck" and "goose" for the student or student can use their own choice of words on their device instead of "duck" and "goose." Then, peers can be asked to go around the circle twice to compete for the spot, instead of chasing the student in the wheelchair.

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model the core word and prompt students to **"touch"** different body parts, clothing, accessories, etc. on the toys (e.g. Can you touch their nose? Can you touch their shoes? Touch your favorite one.)

Simon Says: The adult can play a modified game of Simon Says in which all the instructions include the core word, **touch**. The students can be given instructions such as: Simon Says, touch your nose. Simon Says, touch your toes! The students can also be instructed to describe what they are doing using different forms of communication including AAC. Students could also be given the opportunity to provide instructions. Challenge the student to give instructions that feature the core word, touch. Adults can assist the student with giving instructions using the core word (e.g. First, say touch, now choose a body part from your page!).

Cup Shuffle: Adults can take three cups and place a small object underneath one of the cups. Then, adults can tell students to focus on the cup with the ball. Then, adults can shuffle the cups around and ask the student to "**touch** the cup with the ball."

Older Students

Board Games: Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g. Did you touch my piece? Do I touch my piece down here?!).

Memory Game: Adults can put various objects in front of a student and ask the student to try and remember what objects are in front of them. Then, students can close their eyes and the adult will remove an object. Adults can then ask students questions using the core word (e.g. What did I take - can you **touch** the spot where it used to be?). Adults and students can switch roles, and students can then take away an object while the adult has their eyes closed and use the core word in their questions too.

Paper Football: Use a game of paper football, to provide opportunities for student to use the word touch when they score a point, touch down!

Recess

At the start of recess, students can be asked to touch something before they leave for recess (e.g. When you go to recess, touch my hand, and give me a high five! On your way to recess, touch the picture on the door!)

Tag: Adults can model the word, **touch**, for students in a game of tag (e.g. If they touch you, you're it! Don't let them touch you! Run, touch them!) Students can practice using the word during game play (e.g. I'm going to touch you!)

Touch and Go: Adults can have students go to different places on the playground, **touch** them, and come back as an activity to get their bodies moving (e.g. Touch the slide and come back! Go touch the basketball hoop and come back!)

READING

While reading any book with a student, adults can use the core word to prompt students to identify things. For example, the adult can ask the student to, "**touch** the dog in this picture"

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

I Can Touch by Julie Murray, courtesy of Its Reading Time: **https://www.youtube.com/watch?v=azHgUAEDGug**

This book describes the sense of touch and different things we feel through our sense of touch.

Soft and Smooth, Rough and Bumpy: A Book About Touch by Dana Meachen, courtesy of 图书馆Library: **https://www.youtube.com/watch?v=o-6UES5tgLc**

This book goes into detail about our sense of touch and how it works, describing anatomy and physiology.

Don't Touch This Book! By Bill Cotter, courtesy of Shon's Stories: **https://www.youtube.com/watch?v=AaoouygWR8A**

This book features a monster who has a book and gets to decide who gets to play. The book has instructions for playing on the pages by touching your finger to the page and performing actions such as, swirling your finger around.

Press Here by Herve' Tullet, courtesy of ReadingIsFun: **https://www.youtube.com/watch?v=yg0oV-dyhG4**

This book provides prompts for students to touch the page to make different things happen.

Don't Touch My Hair by Sharee Miller, courtesy of Sankofa Read Aloud: **https://www.youtube.com/watch?v=OItfXaBoCb4**

This book tells the story of a girl named Aria. She describes her beautiful hair and how she can style it. She discusses how people love her hair so much that they want to touch it, but she does not like when people touch her hair.

Look, Listen, Taste, Touch, Smell by Pamela Hill Nettleton, courtesy of Kasey Cooney: **https://www.youtube.com/watch?v=GNqe-6QAew0**

This book discussed all the five senses, including the sense of touch.

Giraffes Can't Dance (Touch and Feel Book) by Giles Andreae and Guy Parker-Rees, courtesy of Miss MinnieReads: **https://www.youtube.com/watch?v=giSfvCNfEos**

This book has different textures on pages and discusses different animals.

SOCIAL INTERACTIONS AND VIDEO MODELING

Would You Touch It: Students can be placed into pairs or small groups. Adults can provide photos of different animals or objects. Then students can discuss with their peers whether they would **touch** the item in the photo and their reasoning. For example, photos can include items such as: a porcupine, slime, a shark, a campfire, glitter, a ball, mud, jellyfish, etc.

Video Modeling

The following video features a little girl telling her little baby brother, "don't touch me!" Video courtesy of coy YouTube channel: https://www.youtube.com/watch?v=wKhZzGR5tYU

This short video features an adult using an AAC device to model different words. It also discusses how and why AAC modeling is important: https://www.youtube.com/watch?v=LqeAipcciVQ

This video shows a girl using her AAC device to chat with her mom. Adults can discuss the video with students and draw attention to how the student in the

video touches her device and what happens when she does!
https://www.youtube.com/watch?v=YhR-04kUn5M

SENSORY MOTOR

Many sensory motor activities can be adapted to incorporate and emphasize the core word, touch.

Sensory Bin: Adults and students can create a sensory bin that incorporates objects that have different textures. Then, adults and students can discuss what they touch, how the objects feel, etc.

Finger Twister: Adults can create a game of Finger Twister and have students practice using their fingers to **touch** different colors. The game can be adapted for Distance Learning, by displaying the board on the screen and the student can touch their fingers to the appropriate color on the screen. Images courtesy of ThisIsWhyImBroke.com and Infmetry.com

Bubbles: Adults can ask students to blow bubbles and make them touch different objects (e.g. Make the bubbles touch the toy. Make the bubbles touch my nose!) Students can also provide prompts for the adult of where the blow the bubbles and what items to make them touch.

Stretching/Yoga: Adults can have students stretch and provide prompts that incorporate the core word, touch (e.g. Touch your toes! Stretch your arms up and touch the sky!)

VIDEOS, MUSIC, ANIMATED SHORTS

MUSIC

The Texture Song by Scratch Garden, courtesy of Scratch Garden:
https://www.youtube.com/watch?v=tDVS9XSqt90

Touch The Sky from Disney's Brave, courtesy of Disney:
https://www.youtube.com/watch?v=NvR9YOpDG4A

I Touch Everything With My Hands by Bichikids, courtesy of Bichikids In English :
https://www.youtube.com/watch?v=myDqP7t86KE

Touch Your Head by Fun Kids English, courtesy of Fun Kids English:
https://www.youtube.com/watch?v=3ZWtDfBoU-E

Touch The Stars by Children Love To Sing, courtesy of Christmas Songs and Carols
- Love To Sing: **https://www.youtube.com/watch?v=cVY3TRT8zso**

U Can't Touch This by NVT Go Noodle, courtesy of GoNoodle Get Moving:
https://www.youtube.com/watch?v=RbzcLzMPyIg

Older Students

Touch by Little Mix, courtesy of SBBSQ Production:
https://www.youtube.com/watch?v=gPfTizNwY0s

Touch by 3LAU, courtesy of WaveMusic:
https://www.youtube.com/watch?v=7uWt6HrpfX0

Touch The Sky by Kanye West and Lupe Fiasco, courtesy of Kanye West:
https://www.youtube.com/watch?v=YkwQbuAGLj4

U Can't Touch This by MC Hammer, courtesy of MC Hammer:
https://www.youtube.com/watch?v=otCpCn0l4Wo

Don't Touch My Hair by Solange ft. Sampha, courtesy of Solangeknowlesmusic:
https://www.youtube.com/watch?v=YTtrnDbOQAU

Every time We Touch by Cascada, courtesy of SteveAATW:
https://www.youtube.com/watch?v=4G6QDNC4jPs

VIDEOS

Animals You Should Never Touch by The Genius Lemon, courtesy of The Genius
Lemon: **https://www.youtube.com/watch?v=kNpXFHn8sZ0**

The Cheese Touch from Diary of a Wimpy Kid, courtesy of Movieclips:
https://www.youtube.com/watch?v=Ky5Y99wb_00

Sense of Touch by Teach For Life, courtesy of Teach For Life:
https://www.youtube.com/watch?v=oUxt1ObFJmY

Which One? Quiz! Sense Of Touch! By Armagan Citak, courtesy of Armagan Citak: **https://www.youtube.com/watch?v=yWmXZvg0TgU**

Every Team's Best Game-Winning Touchdown Of All Time, courtesy of NFL:
https://www.youtube.com/watch?v=cd6qVJvDxso

America's Got Talent Elin and Noah Dance To MC Hammer, courtesy of Anthony Ying TV**: https://www.youtube.com/watch?v=bwE4tE6LYzA**

Animated Shorts

Snack Attack by Eduardo Verastegui, courtesy of Nicole Macpherson (Did the man touch the grandma's snacks?):
https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLlbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE

STRUCTURED ACTIVITIES

Predictive Writing Chart: Adults can explicitly teach the core word, **touch**, and then create predictive writing charts for students to fill in. Charts can be created either in person or through distance learning.

I like to touch _____.
I do not like to touch _____.
It feels good when I touch _____.
It hurts to touch _____.

Touch Challenge: Adults can get a bag of various items. The student can be blindfolded or asked to close their eyes. Then the student will reach into the bag and grab an item. Using their sense of **touch**, students can attempt to identify what they are holding.

Touch Scavenger Hunt: Adults can create a scavenger hunt style game for students. Adults can ask the students to gather different objects for the scavenger hunt based on what they feel like when you touch them. For example, adults can say, "the first item on the scavenger hunt is something that is smooth." Adults can model and facilitate use of the core word during the scavenger hunt (e.g. Did you touch that? Did you feel cold when you touched it? How did it feel when you touched that? Did you like to touch that? What did you touch that was smooth? What did you touch that was hard?)

ART OR SCIENCE ACTIVITIES

Take A Picture: Adults can create a game that requires students to take pictures of the student touching different items they use at school. Adults can create a list of items they want the student to take a picture of, like a photographic scavenger hunt. Adults can give the instructions with the core word in each instruction (e.g. Touch a soccer ball and take a picture). Adults can assist students in describing all the items they had to take a picture of, using the core word (e.g. First, I had to touch a soccer ball).

Texture Collage: Adults can provide students with various objects of different textures. Then students can create a collage or gather up the items they love to touch the most.

Painting In A Bag Activities: Get a Ziplock bag and place a coloring page inside. Add different colors of paint inside the bag on top of the coloring page. Seal the bag. Students can touch the bag to move the paint around and create their art. Adults can model the word "**touch**" to describe how to complete the activity and comment on what the student is doing.

USE OF APPS OR OTHER TECHNOLOGY

Many apps and technology feature a touchscreen. When using apps and technology which require touch, adults can use this as an opportunity to discuss the core word, touch (e.g. how we use touch to play apps, how our touch makes things happen on the device, how we use our finger to touch the screen, etc.)

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.

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, **touch,** as they create their own animated stories. For example, adults can prompt students to create an animation about a character who loves to touch things, but it may lead to trouble. Adults can assist students in creating dialogue in the story using the core word.

Bookcreator.com Website - The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **touch.** For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I like to touch _____, I do not like to touch _____, etc.). Additionally, adults can create their own story focusing on the core word and discuss the core word with the student.

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

Thank you!

CORE WORD: Hit

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS (e.g. **hit** it (i.e. play it), **hit** ball, **hit** long, **hit** close)

DESCRIBE (e.g. big **hit,** fast **hit**)

SHARE INFORMATION (e.g. boy **hit** ball, cat **hit** toy)

SHARE AN IDEA (e.g. **hit** me (i.e. tell me))

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell that they are ready to go to snack by saying (e.g. "let's **hit** it")

Adults can model different ways to say go and include **hit** (e.g. time to go, time to **hit** it)

Circle:

Students can pass high-fives around the circle and see how quickly they can make it all the way around.

Adults can give direct instruction about the word **hit** in this circle game (e.g. **hit** hands, turn, **hit** hands again).

PLAY

Toys and Games:

Students can play with floam noodles and try to knock over a tower of blocks. Students who are watching can cheer for their friend (e.g. **hit** it!, **hit** blocks! **Hit** hard!)

Adults can provide direct instructions before the game about fun ways to cheer for your friends, provide choices of comments to make, and model comments on students' devices.

Recess:

Adults can set a theme of sports that involve hitting things and provide equipment to explore a specific sport each day. Adults can highlight one instruction on the special way each sport hits their unique ball (e.g. baseball/T-ball: bat **hit**, volleyball: **hit** over, golf: **hit** in).

Students can explore sports-stations and hit balls in different ways. After recess, students can tell how they hit the ball (**hit** big/little, **hit** fast/slow).

READING

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

Hands are not for hitting by Martine Agassi, from YouTube courtesy of Tumpsky and Mrs Small

https://www.youtube.com/watch?v=h9hpXTKqK0s

Drum City by Thea Guidone from YouTube courtesy of Mr. Wil Turner

https://www.youtube.com/watch?v=AFdmRBp30LQ

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell and listen to jokes. Students can let their friend know that they are listening (e.g. Student 1: I have a joke. Student 2: **Hit** me!)

Adults can provide examples of jokes and responses to choose from. Adults can also give direct instructions and models about what listening looks like, how you can tell your friend is listening, and how you can show your friend you are listening.

SENSORY MOTOR

Students can play drums, hitting them in different ways and with different things to explore sounds and movement. Adults can record their drumming with a free music making/recording app, like Keezy Classic, or with a simple video.

Adults can show how to drum on different surfaces and provide choices of different ways to hit the drums (e.g. **hit** fast. **hit** with hands, **hit** with a stick)

An example of 3 DIY drums for kids, courtesy of WikiHow:

https://www.wikihow.com/Make-Drums-for-Kids

VIDEOS, MUSIC, ANIMATED SHORTS

Hit Me Baby One More Time by Britney Spears, courtesy of Britney Spears

https://www.youtube.com/watch?v=C-u5WLJ9Yk4

Hit me with your Best Shot by Pat Benatar, courtesy of Benatar Giraldo

https://www.youtube.com/watch?v=rXs9MXrHxVE

Hit the Road Jack by Ray Charles, courtesy of bengoaunai

https://www.youtube.com/watch?v=0rEsVp5tiDQ

STRUCTURED ACTIVITIES

Adults can get a pinata for their students. Students can take turns **hitting** the pinata until it breaks apart. While they are **hitting** the pinata, students can tally how many times they must **hit** the pinata to break it open. If the class wants to, they can also hypothesize before they begin how many **hits** it will take to break it.

ART OR SCIENCE ACTIVITIES

Students can make "quicksand" with cornstarch and water. This mix feels hard when they hit it, but soft and gooey when they touch it softly.

Adults can facilitate a class K-W-L chart: What I Know, What we Want to try, What we Learned, for the word **hit**. Students can tell things they know about hitting (e.g. **hit** ball), what they want to know/try/find out (e.g. **hit** feel), and afterwards what they learned from the "quicksand" experiment (e.g. **hit** feels hard). Adults can provide pictures and words for students to choose from to support access and engagement with the chart building.

Example Recipe for Quicksand, Courtesy of Steve Spangler Science:

https://www.stevespanglerscience.com/lab/experiments/quicksand-goo/

USE OF APPS OR OTHER TECHNOLOGY

MLB app by MLB. Students can check stats on different players and share how many hits they got in a game. Many different sports have stats called "hits." If a student's special interest happens to be sports, other fun options might be official apps for hockey or football.

https://apps.apple.com/us/app/mlb/id493619333

Keezy Classic and *Keezy Drummer* by Keezy Corp. Students can make their own **hit** music and then tell an adult to play the song back (e.g. **hit** it!). Keezy Classic has a page colorful squares for a student to **hit** and record their

sound/beat/voice. Keezy Drummer has a page of colorful buttons for the student to **hit** and make their own rhythm.

https://apps.apple.com/us/app/keezy/id605855595

https://apps.apple.com/us/app/keezy-drummer/id933630069

WORD WALL: Create a WordWall and add **'hit'** 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: Hold
For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD
SHARE INFORMATION: (e.g. They **hold** hands when they walk.)
COMMENT: (e.g. You can **hold** out for the right job.)
REQUEST: (e.g. Could you **hold** the bags?)
COMMAND: (e.g. **Hold** the bags, please. Or **Hold** your head up with pride.)
ANSWER QUESTIONS: (e.g. Yes, I will **hold i**t. Or Did they **hold** up the bank? Or How are you h**olding** up?)
ASK QUESTIONS (e.g. Did you have to **hold** the bag all day?)
COMPLAIN (e.g. I don't want to **hold** this heavy bag.)
DIRECT ACTION: (e.g. Yes, you can **hold** the baby.)

ROUTINES AND SCHEDULES
Laundry: Adults/caregivers/parents can help students learn to **hold** and bring the laundry basket to the washing machine.

Hand washing: Adults can instruct students to wash their hands and then **hold** them under the water to rinse off the soap.

Going on a trip: Adults can assist students by teaching them how to **hold** on to their bags.

Departure: Adults can assist students in taking responsibility for their bags or backpacks by teaching them to **hold** them.

PLAY
 Toys and Games

Cars and Trucks: Adults can comment on what vehicles the students are holding, or students can answer questions, when asked what they are holding.

Blocks: Adults can ask students to **hold** specific blocks, (assisting in following directions), (e.g. hold up the red block). Students can then act as the adult and direct others to hold blocks, (e.g. ____ (name) hold two blocks or (colored) blocks or blocks of different shapes).

Bubbles: Students often want to blow bubbles and want to hold the bubble container. This would be a functional way to teach this vocabulary word, make requests, (e.g. I want to hold it) and to formulate questions, (Can I hold it?).

Ball: Students can play ball taking turns holding it and then throwing it.

READING
Here are some suggested books on YouTube that can assist in teaching the core word:
You Hold Me Up by Monique Gray Smith and Danielle Daniel Courtesy of Sometimes Mindful Moments with Teacher Marita

The Otter Who Loved to Hold Hands Written by Heidi and Daniel Hower, Courtesy Little Tobi Bear

SECOND GRADE HOLDOUT - 2nd Grade Books for Kids Read Aloud | Back to School! Courtesy of KidTimeStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING
Basic Video Model- HOLDING HANDS TO CROSS THE STREET Courtesy of Kyrie Herman

Young Adults
The Forgotten Etiquette of Holding Hands

SENSORY MOTOR

Students can address motor skills by engaging in holding and throwing the ball, playing Wiffle Ball, Baseball or Softball, tennis or badmitten.

STRUCTURED ACTIVITIES

Adults can gather thematic or random items in a basket and each student can have the opportunity to pick an item out, hold it in their hands and describe what they are holding.

Predictable Chart Writing

I was holding_____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Partly Cloudy Pixar Short Film Students can talk about what some of the clouds and storks were holding.

Hold Still - Yo Gabba Gabba! Courtesy of YoGabba! - Wildbrain This is a fun song where students can sing, and be active, alternating between wiggling and holding still.

Have a Good Morning, Have a Good Day | Morning Song for Kids | Jack Hartmann Courtesy of Jack Hartmann Kids Music Channel. Adults can pause the

video and have the student either hold still, or hold positions, such as holding their hands in the air.

Young Adults:
Wilson Phillips - Hold On (Official Video) Courtesy of WilsonPhillipsVevo

The Beatles - I Want To Hold Your Hand - Performed Live On The Ed Sullivan Show 2/9/64 Courtesy of The Beatles!

Tracy Chapman - Baby Can I Hold You (Official Music Video) Courtesy of Tracy Chapman

ART OR SCIENCE ACTIVITIES
Find a hands art activity- as we hold with our hands
New Year's Handprint Craft: Create a fun New Year's project by applying paint to the student's hands, and with four handprints on construction paper, adults can write the current year within each print.
Materials Needed:
- Paint
- Construction Paper
- Permanent Marker
- Glitter Glue (if you want to sprinkle some bling).

USE OF APPS OR OTHER TECHNOLOGY

Pictello app This story creation app, with step by step guidance in 'wizard mode' can be a fun, easy and interactive platform to include photographs or videos of things students can hold.

Book Creator app (Create, Read, and Publish) Tools for Schools Limited. Students can use Book Creator to create more traditional books or even comic books, photo books and more. Students can add video, music and even record their voices to create narratives of things that they hold.

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.
[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: Wave

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. I like to **wave** hello, ***waves*** hello!)

GET ATTENTION (e.g. Hello!!! I'm **waving** my arms at you)

COMMENT (e.g. That is a big **wave**)

DISCUSS AN INTEREST (e.g. Do you like surfing? I like to watch people ride the big **waves**)

ROUTINES AND SCHEDULES

Arrival/Departure: Students and adults can make sure they **wave** hello and goodbye to their friends as everyone comes to school and goes home, this can be extended via virtual school as well.

PLAY

Pretend Play: Adults and Students can pretend they are going snorkeling, scuba diving or surfing, they can talk about how big the **waves** are where they are

doing their activity. They can also pretend to be different ocean animals and say what they would be doing with the **waves** (e.g. dolphins might be jumping through the **waves**).

READING

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

Wave by Suzy Lee, courtesy of Mrs. Clark's Reading Corner and Magic Cabin:

https://www.youtube.com/watch?v=1yGFB83LP6c&ab_channel=Mrs.Clark%27sReadingCorner

https://www.youtube.com/watch?v=nsc7ZsVt3q0&ab_channel=MagicCabin

There are two different links to this story because each link animates the book differently. This book is a wordless picture book. It is all about a girl and the ocean **waves**. The girl interacts with the **waves** in different ways throughout the story.

Ocean! **Waves** for all! By Sally McAnulty, courtesy of MacKids Books: https://www.youtube.com/watch?v=2tgHZCeNUYw&ab_channel=MacKidsBooks

This book is all about the ocean and describes how different the ocean is. In the pictures there are a lot of illustrations of different **waves**.

The Great **Wave**, inspire by Hokusai's Great Wave, by Veronique Massenot and Bruno Pilorget, courtesy of In the Studio with Mrs. Frobase: https://www.youtube.com/watch?v=9dVXmN_U0hk&ab_channel=InTheStudiowithMrs.Frobase

This story is inspired by the artwork of Hokusai and tells a beautiful story about what happens with the Great **Wave**.

Love **Waves** by Rosemary Wells, courtesy of Storeytime Bunnies: https://www.youtube.com/watch?v=Zbxch_fgk54&ab_channel=StorytimeBunnies

This book is about how we can still feel someone's love when they aren't around us. They may send us love **waves** from work or school and we still know they love us.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can wave hello and goodbye to each other. Here are two songs with video modeling to help promote waving to friends, teachers, and other classmates.

Wave Hello, courtesy of Sonshine and Broccoli:
https://www.youtube.com/watch?v=xzP-ZhjmpGo&ab_channel=SonshineandBroccoli

Let's **Wave** Goodbye, courtesy of Helen Coron Song Club:
https://www.youtube.com/watch?v=U4guAxRQ80Y&ab_channel=HelenDoronSongClub

SENSORY MOTOR

Students and adults can "catch" a brain **wave** with this brain-based fitness video, courtesy of Kids-Move/Ronno:
https://www.youtube.com/watch?v=1spJn2oXNmc&ab_channel=Kids-Move%2FRONNO

VIDEOS, MUSIC, ANIMATED SHORTS

Emmie, Catch the Big Ocean **Waves**, courtesy of Baby Toonz Kids TV - Nursery Rhymes and Kids Songs:
https://www.youtube.com/watch?v=j8_QJf5Nwxw&ab_channel=BabyToonzKidsTV-NurseryRhymes%26KidsSongs

Tidal **wave** by Reese Oliveira from One Voice Children's Choir, courtesy of Reese Oliveira - junior years:
https://www.youtube.com/watch?v=qDKIT3__hSI&ab_channel=ReeseOliveira-junioryears

11 hours of ocean and beach **waves**, courtesy of Relax24:
https://www.youtube.com/watch?v=TmHcfI6HoKA&ab_channel=Relax24

Wave by Meghan Trainor featuring Mike Sabath, courtesy of Meghan Trainor: https://www.youtube.com/watch?v=UIevTTLB_3Q&ab_channel=MeghanTrainorVEVO

Waves by Dean Lewis, courtesy of Dean Lewis: https://www.youtube.com/watch?v=dKlgCk3IGBg&ab_channel=DeanLewisVEVO

Waves by Mr. Probz (Robin Schulz Radio Remix), courtesy of Mr. Probz: https://www.youtube.com/watch?v=pUjE9H8QIA4&ab_channel=mrprobzVEVO

STRUCTURED ACTIVITIES

First watch this video about what **waves** are "what are sea **waves**? How are **waves** formed in the ocean?" courtesy of Mizyaka Dizyaka ENG: https://www.youtube.com/watch?v=9M6eWK4VG1g&ab_channel=MizyakaDizyakaENG

Next, students can create ocean **waves** in a bottle (courtesy of littlebinsforlittlehands.com)

Materials: water, blue food colors, vegetable or baby oil, mason jar or plastic water bottle.

Steps: Fill the bottle or jar halfway with water, add as much blue food coloring as you want. Next, slowly pour oil into the bottle. Finally, tip the bottle from side to side and see blue **waves** form.

ART OR SCIENCE ACTIVITIES

 Students can make their own **wave** art using salt. For inspiration, students and adults can listen to Hawaiian Rollercoaster Ride from Lilo and Stitch, courtesy of Rodrigo Martinez: https://www.youtube.com/watch?v=nXpB1rixnPQ&ab_channel=RodrigoMartinez

*courtesy of Buggy and Buddy

USE OF APPS OR OTHER TECHNOLOGY

Tap tap fish - Abyssrium Pole: This app allows you to be different animals that live in or near the ocean. In the different animals you can see the **waves** as they crash onto the shore.

WORD WALL: Create a WordWall and add **'wave'** 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!

CORE WORD: Hurry

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

COMMENT: (e.g., No need to **hurry**, we have enough time. **Hurry**, it's time to go to our next class!)

ASK A QUESTION: (e.g. Did you **hurry** out the door this morning, or did you take your time?)

Share Information (e.g. I was in a **hurry** and forgot my pencil).

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model core word on device to direct student actions (e.g. No need to **hurry,** we have plenty of time to enjoy our break.) referencing all children/clients/students. Third person language. "Students can, adults can facilitate…" etc.

Circle: During circle time, adults can ask students if there was anything, they were in a **hurry** to do this morning. Adults can model a response using the word "hurry" to answer the question, before supporting students to share out.

Transition Times: Adults can model the core word, **hurry,** during transition times to describe how students hurry from one activity/class to the next, or when leaving to go to recess (e.g. Wow! Look at how they hurry to recess! That student is in a hurry to get to lunch!)

PLAY

Toys and Games: Students can use windup toys, toy cars, or other fast-moving items and have a race. Students can cheer on their item by saying "**hurry**!" on their talker.

Red Light, Green Light: Adults can facilitate a game of Red Light, Green Light. When providing prompts, adults can add action words. For Red Light, adults can add "stop!" For Yellow Light, adults can add, "slow!" For a Green Light, adults can add the core word, **"hurry!"** Visual aids can be used during game play, such as icons based on the students AAC device or visuals of the different stop lights. Additionally, the student can be the one to provide the directional prompts to their peers or to an adult to practice using the core word themselves.

Duck, Duck, Goose: Students can play Duck, Duck, Goose. When a student chooses a peer and says, "Goose," the adult can model the core word on a device and with their voice (e.g. Goose! Hurry! They must hurry to not get caught!). The game may be adapted based on student needs. For example, if a student uses a wheelchair, the adult can move the wheelchair around the circle and model "duck" and "goose" for the student or student can use their own choice of words on their device instead of "duck" and "goose." Then, peers can be asked to go around the circle twice to compete for the sitting spot with student in wheelchair, instead of chasing the student in the wheelchair.

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model and act out the core word, **hurry**, using the toys. Students can also make their toys "hurry" and go quickly from one spot to another.

Recess

At the start of recess, students can practice using the core word to tell their peers or an adult what they would like to **hurry** to the playground (e.g. I hurry, Recess hurry! Hurry, recess time.) Adults can also model the core word on a device and with their voice to comment on the student and peers' actions when it is recess (e.g. I saw you hurry to line up! Look at them hurry to play basketball!)

Tag: Adults can model the word, **hurry**, for students in a game of tag (e.g. Hurry! They will catch you! We must hurry so we don't get tagged!) Students can practice using the word during game play.

READING

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

Hurry up, by Kate Dopirak, courtesy of Storytime with Suzanne:https://www.youtube.com/watch?v=YJBGWmFiqkc

This book is about a boy who is always in a hurry. What happens when he finally slows down?

Hurry and the Monarch, by Antoine O'Flatharta, courtesy of Reading Rhino:https://www.youtube.com/watch?v=DktYHoRbNNI

Hurry is a tortoise who meets a monarch butterfly, on their way to Mexico. A sweet story embedded with fun butterfly facts.

Hurry, Hurry, by Eve Bunting, courtesy of Read Aloud Books For Kindergarten,https://www.youtube.com/watch?v=A0VXWYY-zR

All the animals in this barnyard are in a hurry--read to find out why!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss with their peers when they must hurry or what activity at recess, they would want to hurry to get to first.

Relay Race: Adults can facilitate a relay race type game that requires students to **hurry** in a race against an opposing team or a time constraint. For example, students can be placed into two teams. Line students up in two parallel lines. Students should be standing close together. Put an empty bucket on one end of the line and a bucket of balls on the other. Then, students must take one ball at a time and pass it to the teammate in front of them. The ball must travel down the line until all the balls have made it into the bucket on the other end. As students play, they can use the core word and adults can model the core word.

Students can watch the following video consisting of different animals in a hurry out in nature. Adults and students can discuss the video and focus on the core word, **hurry**. Video courtesy of Zac Lazarou of Kernow Conservation, from Rowena Castillo Nicholls Youtube Channel: https://www.youtube.com/watch?v=ZK68TuKgs7c

Students and adults can watch a time lapse video of a plant growing, such as in the following link of a sunflower life cycle. Adults can explain to students that

they are watching the plant grow in a hurry. Video courtesy of Mortrek YouTube Channel: https://www.youtube.com/watch?v=Z-iPp6yn0hw

Adults and students can watch a video played in a faster speed than typical. Adults can explain to students that the video is being played in a hurry or the characters are moving in a hurry.

SENSORY MOTOR

Hurry Hunt: Adults can place interesting textured items around the room, or use items already present, and easy for students to access or manipulate. Adults can set a timer for 2 minutes, and support students to search and find various sensory items around the room. For example, they can find something: smooth, rough, cold, warm, slippery, etc. When the timer is up, students can come together and share what they found on their **hurry** hunt. This can be adapted to distance learning, with students searching for suitable objects around their homes.

Dance: Adults can modify Freeze Dance to also incorporate the core word, **hurry.** For example, adults can yell "freeze" when music stops, but add "hurry dance again," when the music resumes. Additionally, adults can have students do quick hurried dancing, like fast shaking, hopping, and clapping. Students can practice movements done slowly and, in a hurry, (e.g. Let's clap our hands - now clap them fast, hurry!)

VIDEOS, MUSIC, ANIMATED SHORTS

Music

Hurry, Hurry Drive the Firetruck, courtesy of the Kiboomers, https://www.youtube.com/watch?v=aD3LZe7IoOo

Hurry Up Song! (Goo Goo Gaga Put on Your Shoes! Get Ready For School), performed by Goo Goo Mom, ZZ kid and Goo Gaga, courtesy of GooGoo Colors,https://www.youtube.com/watch?v=VNA1g-rnb9g

Young Adult

Hurry Up And Save Me, performed by Tiffany Giardina, courtesy of BTS_MinYoongi, https://www.youtube.com/watch?v=nBKdprnXdV0

Hurry, Hurry [Lyrics Video], by Air Traffic Controller, https://www.youtube.com/watch?v=a7Etr4MBIBs

STRUCTURED ACTIVITIES

Predictive Writing Chart: Adults can explicitly teach the core word, hurry, and then create predictive writing charts for students to fill in. Charts can be created either in person or through distance learning.

I **hurry** to _____ .
I **hurry** when I am _____ .
I do not like to **hurry** because _____ .

Simon Says: The adult can play a modified game of Simon Says in which all the instructions include the core word, **hurry**. The students can be given instructions such as: Simon Says, hurry over to the white board. Simon Says, put your hand on your head in a hurry! The students can also be instructed to describe what they are doing using different forms of communication including AAC. Students could also be given the opportunity to oversee giving the instructions. Challenge the student to give instructions that feature the core word, hurry. Adults can assist the student with giving instructions using the core word (e.g. What should they hurry and do? Hurry - jump up and down!).

ART OR SCIENCE ACTIVITIES

Nature Never Hurries: Adults can share the phrase "nature never hurries" and support discussion on what students think it might mean. After discussion, adults can support students to participate in a nature walk, and observe animals, plants, or other natural life. Who, or what, appears to be in a **hurry**-- or not? Why? After the walk, students can use predictable chart writing to complete a log of their observations. After the field trip and writing conclude, students can share their observations aloud.

I saw a .... in a hurry.
I know it was in a hurry because.................   _____
I think it was in a hurry because it had to ....

For online learning, adults can use videos of nature walks, or outdoor places.

Nature Walk Links

A Virtual Walk in the Forest, https://www.youtube.com/watch?v=s944Md4aC7I

Sesame Street Nature Walk, https://www.youtube.com/watch?v=1nXmlDejoHk

Senses Nature Walk, https://www.youtube.com/watch?v=OT3X8gkzj4E

Marble Run: Adults can use the Marble Run Game or students can help build their own track for a marble to roll down. While rolling the marbles down the track, adults can use the core word to describe how the marble gets faster and hurries down the track.

Picture Book: Adults can use a camera, polaroid camera, or their phone and help students take pictures of different activities or times during the day when students are typically in a hurry, such as when the bell rings in the morning or at the end of the school day. Then, adults and students can take the pictures and create a scrapbook with all the different moments spent in a hurry at school.

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, students can give instructions on what actions the adults should take during gameplay. Adults can focus on using the core word while playing. For example, students can practice with phrases such as: hurry get the boy, Let's hurry to the other room. If 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, you are in a hurry to get to the grocery store!) Adults can also intentionally move very slow during game play, to provide opportunities for students to use, "hurry" or provide moments for adult to model the word (e.g. I see, you want me to move faster - you want me to hurry!).

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, **hurry**, as they create their own animated stories. For example, adults can prompt students to

create an animation about a character who is in a hurry to complete a task. Adults can assist students in creating dialogue in the story using the core word.

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

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

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

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

Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video
Courtesy of Edmonton Regional Learning Consortium
For specific questions or more ideas regarding this core word Activity Sheet, please contact Liz Cambra @ **lizcambra@gmail.com** or Andriana Nikolau @ **andriananikolau@gmail.com** Liz and Andriana are graduate students at San Francisco State University.
Thank you!

CORE WORD: Light

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. this object is **light**)

COMPLEMENT (e.g. your light shines **bright**)

REQUEST (e.g. please turn on the **light**)

ASK A QUESTION (e.g. is this heavy or **light**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can describe their snack (e.g. this cracker is **light**).

Circle: Students can go around the circle and point out one friend who **lights** up their day (e.g. "Nicole **lights** up my day").

PLAY

Toys and Games: Students can play with flashlights and shine a light on different parts of the room while saying '**light**'.

Recess: During recess students can go around the playground and find objects that are '**light**' - students can keep track of these objects with a list. Adults can

take pictures and add them to the '**light** book' (see Apps & Technology for more information on this).

READING

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

The Light in the Night By Marie Voigt | Bedtime Stories for kids | Read Aloud

Firenze's Light by Jessica Callaco | Books for Kids Read Aloud

LIGHT UP THE NIGHT by Jean Reidy | MAGGIE READS | Children's Books Read Aloud!

You Are Light by Aaron Becker - AEJI Storytime Channel for Kids

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can each choose a friend and tell them 'you **light** up the room.'

SENSORY MOTOR

Students and adults can survey the weight of some objects in the room and indicate if they are light or heavy. If an object is light, students can indicate '**light**'. Adults can support in the understanding of this concept by modeling a turn first (e.g. 'this book is **light**').

Students can also practice turning on the light switch and say '**light**' at the same time. Adults can help them with this if need be!

VIDEOS, MUSIC, ANIMATED SHORTS

The Light Switch - Improv Everywhere

Single Pole Switch Lighting Circuits - How to wire a light switch

Hanukkah: The Festival of Lights Starts Tonight | National Geographic

[**What is Kwanzaa? Check out this Kwanzaa for Kids Cartoon (Educational Videos) - Educational Videos for Students (Cartoons on Bullying, Leadership & More)**](#)

STRUCTURED ACTIVITIES

Adults can explicitly explain to students what light means using the following links.

[**Light | Definition of Light by Merriam-Webster**](#)

ART OR SCIENCE ACTIVITIES

Students and adults can talk about light using the following two videos and decorate a lightbulb. Adults can help students write some facts about light and electricity too!

[**All About Light by Lisa Trumbauer | Educational Book**](#)

[**Sources of Light | Science for Kids | Kids Academy**](#)

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or other story generating apps, students and adults can create a 'All About **Light**' book that includes pictures of students participating in any of the above activities. Students and adults can read the book together.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @ newfriendscollective.
Thank you!

CORE WORD: Dark

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. it's **dark** in here)

ASK QUESTION (e.g. is this **dark** enough?)

REQUEST (e.g. make it **dark** in here)

AFFIRM (e.g. yes, I like **dark** chocolate)

DESCRIBE (e.g. it's dark)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can try a piece of **dark** chocolate and practice labeling it.

Circle: Students can go around and indicate if they are wearing **dark** clothing.

PLAY

Toys and Games: Students can sort toys into a **dark** or light pile depending on the color of the toy and indicate 'this is **dark**' when sorting.

READING

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

The Darkest Dark by Chris Hadfeild - Kids Books Read Aloud

The Dark - Lemony Snicket - AHEV Library

Orion and the Dark by Emma Yarlett | READ ALOUD - Storytime with Ryan & Craig

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about the colors of their clothing with friends and use the word '**dark**' as a describing word.

SENSORY MOTOR

Students and adults can practice using the light switch and turn off the lights while saying '**dark**.'

VIDEOS, MUSIC, ANIMATED SHORTS

Lady Gaga - Dance In The Dark (Clean Version) Lyrics

JOJI - Slow dancing in the dark (Clean Lyrics)

Rihanna - Dancing In The Dark (Audio)

Scared Of The Dark | Kids Nursery Rhymes and Children Songs | Cartoon Videos for Babies

STRUCTURED ACTIVITIES

Adults can turn off all the lights and explain that this is one meaning of '**dark**.' Students can comment on the room being '**dark**.' Adults can also explain which

colors are dark colors and point out dark objects in the environment such as clothing or furniture.

ART OR SCIENCE ACTIVITIES

Students and adults can take a picture using only **dark** colors (e.g. a night sky).

Adults can show students this video about the benefits of **dark** chocolate!

10 Proven Health Benefits of Dark Chocolate | Why Is Dark Chocolate Healthy? Lacey Baier

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or another story generating application (e.g. google slides, PowerPoint, etc.) students and adults can create a '**dark'** story by taking pictures of the students participating in any of the above activities and add in videos of the students turning off the lights for bonus fun!

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

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

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

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

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

CORE WORD: Strong

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

PROVIDE INFORMATION (e.g. They are **strong**.)

DESCRIBE: (e.g. She is **strong** enough to lift that.)

EXPRESSION: (e.g. He **strongly** believes in you.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach students which foods, and drinks help people to be **strong**. For example: the adult can give the students fruits to eat and then teach them that fruits and vegetables make people strong. The adult can then model the word 'strong' on the student's AAC device. While eating their food, students can also tell the adults which one of their snacks can make people strong. For example, they can use the AAC device to say "strong" or "apple make me strong"

Circle: Adults can create a structured activity where the opportunity to use the word **strong** is high. For example, the group can sing "What I Am - Sesame Street" listed in the videos below. The teacher can model 'strong' to the

students and then tell the students to follow along. The students can also use the word 'strong' while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Sesame Street | Will.i.am Sings "What I Am"

https://www.youtube.com/watch?v=cyVzjoj96vs

PLAY

Dolls: The adult can model **'strong'** by using the word strong on the AAC device or saying the word 'strong' out loud while simultaneously making the doll lift a 'heavy' item. The adult can then instruct the student to do the same thing with their doll.

Stuffed Animals: The adult can model **'strong'** by using the word strong on the AAC device or saying the word 'strong' out loud while simultaneously making the stuffed animal lift a 'heavy' item. The adult can then instruct the student to do the same thing with their stuffed animal.

Puppets: The adult can model **'strong'** by using the word strong on the AAC device or saying the word 'strong' out loud while simultaneously making the puppet lift a 'heavy' item. The adult can then instruct the student to do the same thing with their puppet.

Action Figures: The adult can model **'strong'** by using the word strong on the AAC device or saying the word 'strong' out loud while simultaneously making the action figure lift a 'heavy' item. The adult can then instruct the student to do the same thing with their action figure.

Recess

Sandbox Competition: The adult can instruct students to make the strongest sandcastle. The adult can structure the competition so that while the student is building a strong castle, the adult can model the word **'strong'** on the student's AAC device. Once all of the students have built a strong sandcastle, the adult can instruct the students to talk about their strong castles. For example, the students can say "My strong castle is big," "My castle is strong."

Swings: The adult can structure an activity using a swing set. The adult can push the student on the swing and say, "I am giving you a **strong** push, I am pushing you stronger." The adult can then model the word strong on the student's AAC device. If the students want to be pushed on the swings they can also indicate "Push me stronger" or just indicate "stronger" to get a stronger push.

READING

Here are some suggested books on YouTube that can assist in teaching the core word. Adults can model the word **strong** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

1. My Strong Mind | Storytime with Annie & Rocco

https://www.youtube.com/watch?v=JJ671iGO80U

2. BEAUTIFUL WONDERFUL STRONG LITTLE ME | Happy Cultivated

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

3. Biggest, Strongest, Fastest | Ready Read Alouds
https://www.youtube.com/watch?v=tanQb3KUzQM

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to express personal qualities in themselves and in other people is important as this provides their communication partners with useful new information. This video shows us how the word strong can be communicated through American Sign Language. Adults can also model using words to say "strong" or "he is strong." By coordinating gestures with words, the student can learn different ways to communicate the word strong.

Personal Qualities Vocabulary| ASL That | (2:18 = timestamp)

https://www.youtube.com/watch?v=syulgJH4PsU

SENSORY MOTOR

Sensory Water Station

Adults can create a mini gym station with mini dumbbells, small heavy balls, and jump ropes. Adults can then introduce the concept of exercise and strength to the students while modeling the word **'strong'** on their AAC devices. Students can practice using their strength or getting strong by holding balls, lifting mini dumbbells, or jumping rope. After the student has engaged in one of the activities for a few minutes, the adult can prompt them to use their AAC device to state that they are getting strong. This activity helps students involve their whole body in the experience, which can better help them to remember the word 'strong.'

STRUCTURED ACTIVITIES

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

ART ACTIVITIES.

Coloring Pages

Students can color these coloring pages which include the word **strong**. Adults can instruct students to describe Iron Man. For example, "strong," or "Iron Man is strong. "This activity would be a great activity to introduce students to the concept of strength and the word strong.

Strong Iron Man

https://coloringonly.com/pages/strong-iron-man/

Stronger Together (Free) | Miss Kissingers Korner

https://www.teacherspayteachers.com/Product/Stronger-Together-Coloring-Page-5679766

USE OF APPS OR OTHER TECHNOLOGY

Adults can use the Pokémon Go App to get students to talk about which Pokémon are stronger than another Pokémon. Students can indicate why they are **strong** and how they are so strong. Whenever the student uses the word strong, the adult can model 'strong' on the student's AAC device. The student can also practice using the AAC to select the word 'strong.'

 The following apps are available both on iOS and android systems.:

Pokémon Go | Discover Pokémon Worldwide | IOS System
https://apps.apple.com/us/app/pokémon-go/id1094591345

Pokémon Go | Discover Pokémon Worldwide |Android System
https://play.google.com/store/apps/details?id=com.nianticlabs.pokemongo&hl=en_US&gl=US

Adults can show students how to maintain **strong** health by tracking steps and heart rate on the Apple Health App. The adult can indicate that walking, running, and playing sports can make the student strong. The adult can also model the word 'strong' on the student's AAC device

Health App | IOS System

https://play.google.com/store/apps/details?id=com.funbuddy.applause_sounds&hl=en_US

VIDEOS, MUSIC, ANIMATED SHORTS

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

Stronger | Kelly Clarkson
https://www.youtube.com/watch?v=Xn676-fLq7I

Stronger | The Score
https://www.youtube.com/watch?v=cNld-AHw-Wg

WORD WALL: Create a Word Wall and add **'strong'** 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 Shanaz Faisal @ sfaisal1@mail.sfsu.edu. Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: Heavy

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. this is too **heavy**)

ASK QUESTION (e.g. is that **heavy**?)

NEGATE (e.g. not **heavy**)

ASK FOR HELP (e.g. help, this is **heavy**)

DESCRIBE (e.g. this is **heavy**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use **heavy** during snack time to ask for help with their lunchbox.

Circle: Students can point out something heavy in the classroom during circle time (e.g. "table is **heavy**").

PLAY

Recess: At recess students and adults can go on a survey around the playground and identify things that are **heavy**.

READING

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

Shira's Story Corner-Whimsy's Heavy Things - Shira's Story Corner

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

So Light, So Heavy! by Sussane Strasser read aloud by ChinkiK Kumari

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can talk to students about how some topics are light and easy to talk about and other topics are **heavy** and difficult to talk about. It's okay for a topic to be light or **heavy** but some people may not want to talk about **heavier** things and that is okay!

SENSORY MOTOR

Students and adults can work together to push something **heavy** together (e.g. a chair, a table).   Students can wear a weighted vest or use a weighted blanket and talk about how it is **heavy**.

VIDEOS, MUSIC, ANIMATED SHORTS

How Heavy - Kid's Math Storytime Read Aloud - Ms Tori's Read and Learn

https://www.youtube.com/watch?v=EkuZQ2HFll8

Heavy and Light | Comparison for Kids | Learn Pre-School Concepts with Siya | Part 2

https://www.youtube.com/watch?v=SQmI21BB8mA

Is It Heavy or Light? courtesy of Jack Hartmann Measurement Song

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

STRUCTURED ACTIVITIES

Adults can explicitly teach students what "**heavy**" means.

Sesame Street - Ernie's HEAVY and LIGHT game courtesy of TheOriginalTellyMonster

https://www.youtube.com/watch?v=bULgZSFOV98

ART OR SCIENCE ACTIVITIES

Students and adults can create a collage with photos of objects that are **heavy**.

Students and adults can practice weighing objects on a scale to visually understand what is **heavy** and what is light.

Kindergarten Math Weight- Heavier than, Lighter than and Same courtesy of Motion-Tutor.com

https://www.youtube.com/watch?v=xTsrgGBVb7k

Comparing Objects by Weight with Child 14 (Early Math Collaborative at Erikson)

https://www.youtube.com/watch?v=xyuL7W1E_9E

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters: This app can be used to talk about if different food items might feel **heavy** or light if we could hold them in ours hands.

WORD WALL: Create a WordWall and add **'heavy'** 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: Middle

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

DISAGREE: (e.g. No, I don't want to be in the **middle!**)

ASK A QUESTION (e.g. Who is going to be in the **middle**?)

ANSWER A QUESTION (e.g. Yes, I'll be in the **middle**.)

DIRECT (e.g. You need to move to the **middle** of that area.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can line up different snacks and food and talk about which item is in the **middle**.

Calendar: Adults and students can talk about the days of the week and go over which day of the week is in the **middle** of the week.

PLAY

Toys and Games: Students and adults can line up toys and talk about which toys are in the **middle**.

Recess: When students line up and leave recess, there is normally a line leader and someone who gets to be last. Adults can talk about how the students who are not in the front or in the back are in the **middle** of the line.

READING

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

In the **Middle** of Fall by Kevin Henkes, courtesy of Reading with Robert: https://www.youtube.com/watch?v=-yle6vJzin0&ab_channel=ReadingWithRobert

This book talks about what the world looks like in the **middle** of fall. It has beautiful pictures that illustrate what fall looks like and how fall will be gone soon and it will change into a new season.

The Wall in the **Middle** of the Book by Jon Agee, courtesy of AHEV Library: https://www.youtube.com/watch?v=9Xq4q0uhS30&ab_channel=AHEVLibrary

This book talks about how there is a wall in the **middle** of the book. The wall separates the two sides of the book into safe places and not safe places. Eventually, the safe side is no longer safe and the character realizes that what he thought was unsafe was safe all along.

Bunny in the **Middle** by Anika A. Denise, courtesy of Jaewon Nicky Hyun: https://www.youtube.com/watch?v=5-q01DH_EcU&ab_channel=JaewonNickyHyun

This book talks about Bunny and what it means to be in the **middle**.

Matilda in the **Middle** by Cori Doerrfeld, courtesy of Teacher Sarah Middle Grove 3pm:https://www.youtube.com/watch?v=3u33BSxJ7y0&ab_channel=TeacherSarahMiddleGrove3pm

This book is about Matilda and her big family. It talks about how Matilda feels being in the middle of her big family and how she wants her family to support her in her ballet recital.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk to each other about things that happen in the **middle** of the day and if they like the activities that happen in the **middle** of the day.

SENSORY MOTOR

Students and adults can play tug-o-war and talk about how the flag in the **middle** of the rope shows who is tugging on the rope more based upon the flag's location.

VIDEOS, MUSIC, ANIMATED SHORTS

There's a hole in the **middle** of the ocean, courtesy of Pinkfong! Kids Songs and Stories: https://www.youtube.com/watch?v=RWHNL4t1Qxs&ab_channel=Pinkfong%21Kids%27Songs%26Stories

In the **middle** of the night (Halloween songs), courtesy of HooplaKidz: https://www.youtube.com/watch?v=mcdpCFJSclQ&ab_channel=HooplaKidz-OfficialNurseryRhymesChannel

The **Middle**, courtesy of Kidz Bop: https://www.youtube.com/watch?v=lFU268F-kqE&ab_channel=KIDZBOP

In the **middle** of starting over by Sabrina Carpenter, courtesy of Sabrina Carpenter: https://www.youtube.com/watch?v=RLcdPpjKKHo&ab_channel=SabrinaCarpenterVEVO

Young adults:

The **Middle** by Zedd, Grey featuring Maren Morris, courtesy of SyrebralVibes: https://www.youtube.com/watch?v=xQzS3JnZQZM&ab_channel=SyrebralVibes

The **Middle** by Jimmy Eat World, courtesy of Jimmy Eat World: https://www.youtube.com/watch?v=oKsxPW6i3pM&ab_channel=JimmyEatWorldVEVO

Stuck in the **middle** with you by stealers wheel, courtesy of Stealers wheel topic: https://www.youtube.com/watch?v=ln7Vn_WKkWU&ab_channel=StealersWheel-Topic

STRUCTURED ACTIVITIES

Adults can teach their students about how to find the beginning, **middle** and end of a story or a set of pictures. The adults and students can sequence pictures together or write down what is happening in each part of the book and review it as a class. Here is a video from Teach For Life about how she teaches story structure and sequencing:
https://www.youtube.com/watch?v=otbzPmMatxs&ab_channel=TeachforLife

ART OR SCIENCE ACTIVITIES

 Students/Adults can make a shaving cream rain cloud. All you need is a clear cup, water, shaving cream and some food coloring. You put the water in the cup, put shaving cream on top of the water, and then squeeze small quantities of food coloring into the shaving cream. Slowly, the food coloring will trickle down through the shaving cream and appear in the water below. During the experiment, adults and students can talk about how the food coloring has to go through the **middle** of the cloud in order to reach the water below.

*Photo courtesy of laugingkidslearn.com

USE OF APPS OR OTHER TECHNOLOGY

Tarheel reader: This can be used to create a book to talk about things that happen in the **middle** of something else.

WORD WALL: Create a WordWall and add **'middle'** 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!

CORE WORD: Between
For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g. Is it **between** the houses??)

CLARIFY (e.g. The one **between** the small and the big block?)

INSTRUCT (e.g. Put it **between** the chairs.)

NEGOTIATE (e.g. You need to choose **between** one or the other)

ROUTINES AND SCHEDULES

Getting dressed: While dressing, talk about choosing **between** different pieces of clothing.

Circle: During circle talk about who is standing **between** other students.

Free Play: During free play, you can talk about throwing a ball **between** each other or between multiple students and adults.

Snack/Lunch: Have fun with food and put food **between** each other.

Transitions: As students are changing activities talk about going **between** one activity and another.

PLAY
Toys and Games:
Balls: Students love throwing and playing with balls, build cooperative play skills by having students throw different balls **between** each other.

Blocks: have fun building and putting different blocks **between** each other. Build understanding of colors by showing putting blocks between different colors.

Recess:
Run, run run! Set up a game where students run **between** different locations.

Duck, Duck, Goose: This classic game is a great opportunity to model **between.** Every time a student sits between classmates to outrun the duck, pause the game for a moment to model which two classmates the goose is sitting between.

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

Sequencing books: any book that has a sequencing element provides an opportunity to model the word **between** when discussing the order of events. Talk about how Event-B happens between Event-A and Event-C. Here are some great sequencing books with visuals linked next to each title:
Pete the Cat I Love My White Shoes - Visuals
Pete the Cat and the Perfect Pizza Party - Visuals
Little Blue Truck Christmas - Visuals
Any book in the "Old Lady Who Swallowed a Fly" series - Visuals
If You Give a Mouse a Cookie (and the various spinoffs) - Visuals

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate a discussion about what things you might share **between** your classmates, friends, or family and what things you might only share between a certain group (i.e. your family). Have students give examples of what they would share between each group.

SENSORY MOTOR

Obstacle course: Set up an obstacle course using cones, bean bags, and (or honestly whatever objects you have that work for you!). Use the phrase "run **between** _____ and _____)

Tunnel time! If you have a tunnel for students to crawl in, let them crawl and model talking about them crawling **between** the tunnel and each end.

Nature Walk: Take a nature walk and focus on commenting on things that are **between** two trees (e.g. I see _____ between those trees). Use the experience to also explore different smells and textures found in nature. You might find a crunchy leaf or a fuzzy moss between two trees!

STRUCTURED ACTIVITIES

Adults can set up a 'center' in class that focuses on the word **between.** Practice modeling by putting various objects between two objects that are the same. For example, use two cars and put action figures or dolls between the cars.

I'm Thinking of a Number: Take turns thinking of a number and secretly writing it on a white board. Other players take turns guessing which number **between** 1 and 20 (or whatever number you choose) is the closest. Adults can originally "guess" a number outside of the range, and then correct to a number BETWEEN the designated numbers.

ART OR SCIENCE ACTIVITIES

Art project: Have a lesson about the color wheel and color mixing, then make your own color wheel paintings. You will have to mix paints together to see which colors go between the primary colors. What color goes **between** blue and yellow? Mix blue and yellow paint to find out! Put the new paint color on the color wheel between blue and yellow.

Science: Learn about static electricity with this video or by reading this article. Then try an experiment with a balloon and your hair. When you rub the balloon on your hair and then pull away, your hair will stand up in the air **between** your head and the balloon. WOW!

USE OF APPS OR OTHER TECHNOLOGY

During computer class you can have a lesson about shortcuts for switching **between** different apps.

Operational competence: Teach students how to backup their AAC-vocabulary to transfer **between** devices.

Older students: You can introduce various money transferring applications. Students can learn how to transfer money **between** accounts.

VIDEOS, MUSIC, ANIMATED SHORTS

The Space Between | Dave Matthews Band | YouTube video
The chorus talks about the space between various (arguable over-wrought) concepts. Nonetheless, it provides opportunities to model **between**.

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

READING and the Word Wall: Sound out the letters together. Have the students **Between** 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 Teacher 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 on Boom Cards @ https://wow.boomlearning.com/author/read.with.me

CORE WORD: Know

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK A QUESTION **(**e.g. Did you **know** that?)

GOSSIP (e.g. I **know** what they did!)

MAKE CHOICES (e.g. I **know** what I want.)

SHARE INFORMATION (e.g. Did you **know** that _____)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can select their snack by saying "I **know** what I want to eat!"

Circle: During circle time adults can ask students questions and students can respond by saying "I **know** the answer" or "I don't know the answer."

PLAY

Toys and Games: Students can use "**know**" to indicate to other students that they **know** how to play a game, or that they **know** how a toy works.

Recess: At recess, students can use "**know**" to indicate to other students that they "**know**" how to play a game at recess (e.g. "I know how to play tag"). Students can teach other students how to play if they don't know.

READING

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

I **know** a lot of things by Ann and Paul Rand, courtesy of Daiane Silva: https://www.youtube.com/watch?v=Nv3umBDOS7A&ab_channel=DaianeSilva

This book is about things that someone **knows** about different animals.

I **know** a rhino by Charles Fuge, courtesy of Books Read by Ed: https://www.youtube.com/watch?v=oBZguYC5YKs&ab_channel=BooksReadByEd

This book is about a little girl and all the animals that she **knows**. She does different things with each animal she **knows** as well!

I **know** a bear by Mariana Ruiz, courtesy of StoryTimeFamily: https://www.youtube.com/watch?v=hDXNRu_pSQU&ab_channel=TheStoryTimeFamily

This book is about a bear that a girl **knows** that lives at the zoo. One day she has an idea on how to make living at the zoo better for the bear.

Wherever you go, I want you to **know**... by Melissa Kruger, courtesy of Happy Book Story Time: https://www.youtube.com/watch?v=4hz7RcY7lcE&ab_channel=HappyBookStoryTime

This book is about an adult who wants their child to **know** that wherever they go, they will be loved and they are important.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about mutual friends that they **know**. They can have a conversation and say "I **know** that person too! They are my friend." It will be a good way to have students form connections with each other based upon mutual relationships.

SENSORY MOTOR

Students can be given a list of activities they can choose from. When they have made a choice, they can say "I **know** what I want to do!"

A list of activities can include:

Sensory bin, shaving cream, weighted vest, water table, trampoline, swinging, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

If you're happy and you **know** it, courtesy of Kids Academy: https://www.youtube.com/watch?v=0vTiI6AEl9Q&ab_channel=KidsAcademy

Do you **know** what color this is?, courtesy of Evergreen ABC: https://www.youtube.com/watch?v=ptwFp1A7Kx0&ab_channel=EvergreenABC

Getting to **know** you from the King and I, courtesy of Rodgers & Hammerstein: https://www.youtube.com/watch?v=VIx6gQWfjp0&ab_channel=Rodgers%26Hammerstein

I **know** him so well from "Chess", courtesy of Whitney Houston: https://www.youtube.com/watch?v=o3Exj5hubaw&ab_channel=WhitneyHouston-Topic

Know your worth by Khalid and Disclosure, courtesy of Khalid: https://www.youtube.com/watch?v=aEDULPGIwcg&ab_channel=KhalidVEVO

STRUCTURED ACTIVITIES

Students can do a KWL chart about different activities. K, meaning **know** is what they already know about the topic. W, meaning want to **know**, is what they want to learn about. L, meaning learned, is filled out after the activity and they put in what they learned about the activity.

Know	Want to **know**	Learned

ART OR SCIENCE ACTIVITIES

 Using construction paper or google slides, students and adults can draw a brain and decorate it. With support from adults, students can also write facts that they "**know**" on the page.

USE OF APPS OR OTHER TECHNOLOGY

 Any app: Students and adults can show each other what they **know** about different applications.

WORD WALL: Create a WordWall and add **'know'** 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: At

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. **at** school)

ANSWER QUESTION (e.g. I'm **at** home)

ASK QUESTION (e.g. **at** soccer practice?)

AFFIRM (e.g. yes, **at** school)

ROUTINES AND SCHEDULES

Attendance: Adults can take attendance and students can say **'at** school' to indicate that they are at school.

Snack/mealtimes: Students can indicate that they are **'at'** the table and ready for snack time.

Circle: Students can take turns saying something that they are excited to do that day **at** school (e.g. "**at** school today...).

PLAY

Toys and Games: During imaginative play, students can use '**at**' while playing with a playhouse ('**at** home.).

Recess:

Recess Scavenger Hunt: Students can go around the playground during recess and explain to a friend what to do at each spot (e.g. **'at** the slide...', **'at** the swings...'). Students can direct adults in completing a task at each place!

READING

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

Louie's Day At The Park (Children's Audio Book) Louie Talks

Slumberkins - The Feels by Kelly Oriard and Collie Christensen - Ingham County Health Dept

Let's Celebrate By Kate DePalma - Read Aloud by Suchitra - ThePhDMama

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can tell each other stories or ask each other questions using '**at**' (e.g. what do you like **at** recess?).

SENSORY MOTOR

Students and adults can stomp, jump, or clap their hands every time they get to a spot at school.

VIDEOS, MUSIC, ANIMATED SHORTS

Jan Richardson Sight Words | Level A | At | Jack Hartmann

Word Family -at | Phonics Song for Kids | Jack Hartmann

Reduction: the word AT -- American English Pronunciation

STRUCTURED ACTIVITIES

Adults can explicitly teach the word **'at'**, what it means and how to use it in a sentence. **https://grammar.yourdictionary.com/grammar-rules-and-tips/correct-grammar-usage-of-at.html**

Rule: A preposition *must* be followed by a noun or a pronoun.

I am looking **at** him.

Image courtesy of: *grammar.yourdictionary.com*

Students can practice using the core word **'at'** through structured writing activities (**At** + location). Adults can support this activity visually using sentence strips.

At
At
At
At
At

ART OR SCIENCE ACTIVITIES

@ Symbol: Students and adults can decorate an **'at** symbol' or make a collage with **'at** symbols'. Adults can explain this symbol to the students beforehand as well as include the child's symbol for **'at'** as well.

Adults can use this link to support the explanation of the at symbol.

https://en.wikipedia.org/wiki/At_sign

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or another story generating application (e.g. google slides, PowerPoint, etc.) students and adults can create an '**at'** story by taking pictures of the students participating in any of the above activities or making the structured writing activity into pages of a book.

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

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

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

Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video
Courtesy of Edmonton Regional Learning Consortium
For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @ newfriendscollective.
Thank you!

CORE WORD: Surprise

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

ASK QUESTIONS:(e.g. Were they **surprised**?)

MAKE CHOICES (e.g. I think we should **surprise** him.)

EXPRESS A FEELING (e.g. Wow! I was so **surprised!**)

CLARIFY (e.g. Were you really **surprised**?)

ROUTINES AND SCHEDULES

Schedules: When going over a schedule as a class, students and adults can talk about when there are **surprise** activities that aren't a part of their normal schedule, such as a fire drill or a visit from a guest.

PLAY

Peekaboo: Adults and students can play peekaboo together. Instead of saying "peekaboo" they can say "**surprise**" when they uncover their eyes.

Stuffed animals: Adults and students can have stuffed animals hide behind different items and have the stuffed animals jump out and say "**surprise"** to other stuffed animals.

READING

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

Little fox's surprise by Trace Moroney, courtesy of Stories for Kids:
https://www.youtube.com/watch?v=ePg_0O7w8Dg&ab_channel=StoriesForKids

This book is about fall and the fall fair. Little fox is nowhere to be found and is planning a **surprise** for Big red fox. Big red fox goes on a clue hunt looking for little fox.

Handa's Surprise by Eileen Browne, courtesy of Adrian Wong:
https://www.youtube.com/watch?v=ocnRQi89nK8&ab_channel=AdrianWong

This story is about a girl named Handa and the **surprises** that happen to her as she walks through her village with different fruits.

Arthur's Birthday Surprise by Marc Brown, courtesy of A&D FunKids:
https://www.youtube.com/watch?v=hurURWcLFE4&ab_channel=A%26DFuNKiDs

This book is about Arthur and the **surprise** birthday party that is planned for his sister D.W.

Pete the cat and the surprise teacher by James Dean, courtesy of Let's Read Stories:https://www.youtube.com/watch?v=fvKm3VSZkrY&ab_channel=Let%27sReadStories

I will surprise my friend by Mo Willems, courtesy of SnuggleBug Storytime:
https://www.youtube.com/watch?v=ZJvYEruWWmg&ab_channel=SnuggleBugStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about **surprise** parties and what the social expectations are of **surprise** parties when you are invited to one. For instance, one social expectation would be to not tell the person who the party is for so that it remains a **surprise**.

SENSORY MOTOR

Students and adults can use a sensory bin that has rice in it. When they pull out different items, they can talk about how each item will be a **surprise** because rice is opaque, so you can't see through it to other items.

VIDEOS, MUSIC, ANIMATED SHORTS

A Surprise for you, courtesy of Super Simple Songs: https://www.youtube.com/watch?v=KdHViSpdGTk&ab_channel=SuperSimpleSongs-KidsSongs

Poopsie Slime Surprise, courtesy of Num Noms: https://www.youtube.com/watch?v=OfY3JZX9FJU&ab_channel=NumNoms

Sugar by Maroon 5, courtesy of Maroon 5: https://www.youtube.com/watch?v=09R8_2nJtjg&ab_channel=Maroon5VEVO
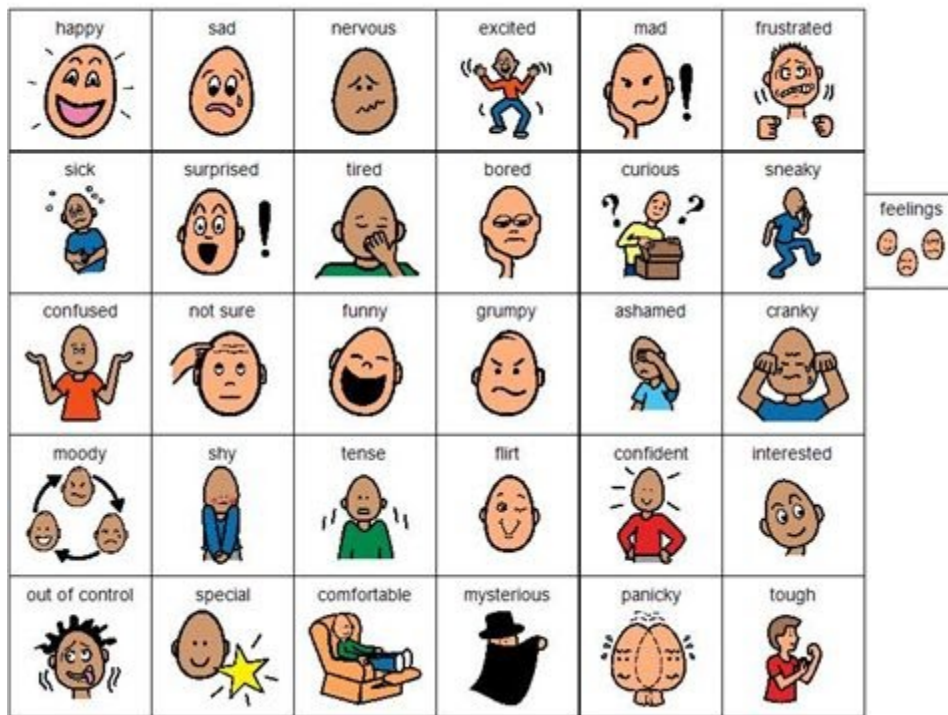
In this song, the band surprises couples at their wedding by performing at their wedding.

Best surprise reaction videos, courtesy of PEACHY: https://www.youtube.com/watch?v=IZHwZwfy9W0&ab_channel=PEACHY

STRUCTURED ACTIVITIES

Adults can have students answer how they are feeling that day using the following chart that contains an icon for **surprise**:

*courtesy of boardmaker

ART OR SCIENCE ACTIVITIES

Adults can have this template, courtesy of easy peasy fun, for students to color in and use. If students want, they can also create the template themselves.

USE OF APPS OR OTHER TECHNOLOGY

Toca Boca Birthday Party: This app is used to throw a birthday party; however, students and adults can make it a **surprise** birthday party using their imaginations.

WORD WALL: Create a WordWall and add **'surprise'** 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 Karen Fahey @karenxfahey@gmail.com or Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE PHRASE: I don't know

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 (e.g. **I don't know**)

NEGATE (e.g. **I don't know**)

ASK FOR HELP (e.g. **I don't know,** help)

ASK QUESTION (e.g. **I don't know,** do you?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can answer questions about their food at snack time (e.g. "How do you make that?", "**I don't know**").

Circle: Students can play trivia at circle time, and if they don't know an answer they can say "**I don't know**."

PLAY

Toys and Games: Students can answer with "**I don't know**." when someone asks what they want to play and they aren't sure yet.

Recess: Students and adults can use "**I don't know**" during snack time to answer questions (e.g. "have you had this snack before?", "**I don't know**").

READING

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

I Don't Know What To Call My Cat -Kids Book -Children's Books Read Aloud - A Book In Time

https://www.youtube.com/watch?v=8QpwJq7Asi0

There was an old lady who swallowed a fly by Simms Taback: https://www.youtube.com/watch?v=Q4TMlrXkDMI&t=12s&ab_channel=BrightlyStorytime

This story has a repeated line of "**I don't know why** she swallowed a fly!"

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other how they are or how they feel. If students are not sure about how they feel that day, they can answer honestly and say, "**I don't know** how I feel." It can be encouraged that it's okay to not know how you feel all the time.

SENSORY MOTOR

Students and adults can use a sensory bin with unfamiliar objects. When someone picks an object that they don't know about they can say "**I don't know** what this is." There can then be a conversation about what different new items are.

VIDEOS, MUSIC, ANIMATED SHORTS

I don't know my name by Grace VanderWaal courtesy of Oh Never Mind It's Just Me - Grace VanderWaal: https://www.youtube.com/watch?v=XGlKvBtoWjI&ab_channel=GraceVanderWaalVEVO

Taylor Swift - 22 (Lyrics) courtesy of Nicky Santoso

https://www.youtube.com/watch?v=upZ_q9CdXl4

The Sheepdogs - "I Don't Know" - official music video

https://www.youtube.com/watch?v=h_5q0n2mDR8

STRUCTURED ACTIVITIES

Adults can have "**I don't know**…. yet!" Sheet for students. Students can fill out the sheets about what they don't know yet but they want to learn about. Students can take turns telling each other what they don't know and they can explore those thoughts together as a class.

I don't know…. yet!

ART OR SCIENCE ACTIVITIES

 Students can make the shrugging shoulder emoji and be taught that shrugging your shoulders means you normally are saying "**I don't know**".

*courtesy of emojis

USE OF APPS OR OTHER TECHNOLOGY

Any app: Any app can be used for students to answer "**I don't know**" if they aren't sure if they want to play it.

WORD WALL: Create a WordWall and add **'I don't know'** 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.

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Thank you!

January

own	touch	hit	hold
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
wave	hurry	light	dark
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
strong	Heavy	middle	between
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
know	At	Surprise	I don't know
+ - ?	+ - ?	+ - ?	+ - ?
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			