

CORE WORD: **Near**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., My bag is **near** the door. It's **near** and dear to my heart.)

ASK QUESTIONS: (e.g., Is it **near** your house? Is your talker **near** you?)

COMMENT: (e.g., It's nowhere **near** that bad. You're **near** the end!)

REQUEST: (e.g., Can you put it **near** my desk? Grab the pencil **near** you.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word using Aided Language Stimulation during snack and mealtimes by describing and asking questions (e.g., Who are you sitting **near** today? We are near the end of snack time. I can throw that away, I'm near the trash can. Don't let any bugs near your lunch!)

Students can practice the core word to describe what items or students are **near**, with scaffolding and support (e.g., Near friend. Food is near me.)

Circle: Students can use the core word **near** to describe the students they typically sit by during circle time and who is near them. Students can also describe what is near them in their spot during circle time.

Adults can assign a question of the day/week for circle time and have students prepare an answer to share that would feature the core word, **near**. Then students can present their answers in circle share time.

Students could be asked to prepare an answer to questions using the core word such as:

- Is there a place you like to go that's near your house?
- How do you feel when the weekend is near?
- What animal would you never want to be near?

Activity Centers: Adults can model and facilitate use of the core word during activity centers by asking questions or describing. For example, adults can use phrases (with their voice and a device/AAC system), such as: Do you see a pencil **near** me? Let's sit near the door today. I want you so sit near me.

PLAY

Toys and Games: Students and adults can use the core word **near** to describe what toy or game they want and its location (e.g., Is that near the ball bag? Is it near your desk? Can you put that near the board games?) Adults can also use the core word to describe where the student can use the toy or game (e.g., You can play near the front of the room.)

Adults can have students try to figure out what game they are playing by giving clues to its location using the core word (e.g., The game I'm thinking of is **near** the stuffed puppy dog toy.)

During game play, the adults can continue modeling the core word in different contexts. For example, the adult can model and facilitate use of the core word using such phrases, such as: We are **near** the end of the game! I'm near the finish line! I'm going to put this near your toy! I want to sit near the door.

Imaginative play: If students are engaging in imaginative role playing, adults can support use of the core word by helping students to describe the routines and activities involved in their imaginative play. Adults can do this by using phrases such as: Let's put the plate **near** the cup. Did we leave our food near the kitchen? Who should I sit near?

Recess: Adults can give students reminders about where to line up before and after recess while modeling the core word, **near** (e.g., Remember to line up near the door first. Remember to stay near the playground when at recess.). Adults can also let students know where they will be during recess (e.g., If you need me, I'll be near the swings. I'll be near the classroom.)

Older Students

Board Games/Card Games: Adults and students can practice the core word while playing card games or board games. Adults can model the core word during game play (e.g., Put your card near mine. Do I put it near the red spot? Is it near the end? Do you remember if that card was near here?). Adults can also prompt students to use the core word during game play.

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., I took something that was near the toy car.).

READING

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

[Tomorrow Is Near But Today Is Here by Asaf Rozanes, courtesy of Enjoy Reading With Me YouTube Channel](#)

<https://www.youtube.com/watch?v=fQv4SphJrjc>

[Near or Far, Where's Eddie? By Daniel Nunn, courtesy of Flying Kids vibgyor YouTube Channel](#)

<https://www.youtube.com/watch?v=M7i0lmwNubY>

[The Sun Our Nearest Star by Franklyn M. Branley, courtesy of KnowAtom YouTube Channel](#)

<https://www.youtube.com/watch?v=gbVwReUs6so>

[Near and Far by Luana Mitten and Meg Greve, courtesy of Storytime YouTube Channel](#)

<https://www.youtube.com/watch?v=TRtj2uVsly0>

[Guinea Pigs Far and Near by Kate Duke, courtesy of Trumpsky and Mrs. Small YouTube Channel](#)

<https://www.youtube.com/watch?v=dro3ptpqZrw>

SOCIAL INTERACTIONS AND VIDEO MODELING

Bear Hunt: Adults can set up a bear hunt for students to complete together, hiding a toy bear somewhere in the classroom, and providing interesting objects to help students on their hunt: maps, magnifying glass, binoculars, etc. Adults can give hints using the core word and the toy bear's location (e.g., No, it's not **near** the board. You're near the bear now!)

Find The Nearest Person Game: Students can work in a group to follow prompts provided by the adult using the core word, near. Adults can give directions to the students that require them to look at their peers and find who near them matches the instruction. For example, adults can say prompts such as: Find someone near you who is wearing red! Then students can look around them to find a person matching the description and pair up near them. Students can also use the core word in a sentence to describe the action they just took using the core word.

Video Modeling:

Sesame Street: Grover Shows Near and Far, courtesy of Sesame Street YouTube Channel <https://www.youtube.com/watch?v=5yaXHgXD2Oo>

Near and Far, courtesy of Teach for Life YouTube Channel (Video examples on how to teach near and far): <https://www.youtube.com/watch?v=7AyWWIbLtrl>

SENSORY MOTOR

Stickers/Stamps: Students can use stamps or stickers to place different designs on a coloring page. Adults can use the core word to describe where the student places the designs or to instruct the student as to where to place a stamp/sticker (e.g. Put it **near** the star! Put that sticker near the dog sticker!)

Sensory Bin: Adults can use a sensory bin while teaching the core word to students. Adults can gather various small toys to be placed into the sensory bin. Adults can give students instructions or make comments using the core word regarding where to put the toys the students find inside the sensory bin (e.g., You found a toy, put it near the other one you found! Put that one near the end of the table.)

VIDEOS, MUSIC, ANIMATED SHORTS

[Near and Far - Where Is It Song, courtesy of Banyan Global Learning YouTube Channel](https://www.youtube.com/watch?v=ZcOg7m6J1EM)

<https://www.youtube.com/watch?v=ZcOg7m6J1EM>

[Learn Opposite Words Far - Near Animated Cartoon, courtesy of Baby Nursery Tuti YouTube Channel](https://www.youtube.com/watch?v=067pCdHUL_Y)

https://www.youtube.com/watch?v=067pCdHUL_Y

[S&HF: Puppets Teach Near & Far, courtesy of Stanley and His Friends YouTube Channel](https://www.youtube.com/watch?v=7zkhkWcMQYE)

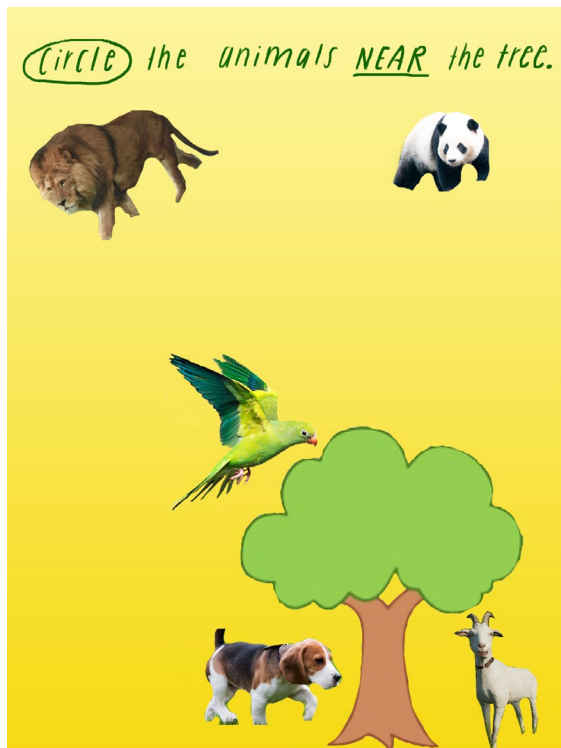
<https://www.youtube.com/watch?v=7zkhkWcMQYE>

STRUCTURED ACTIVITIES

I Spy: Adults and students can play the game; I Spy to facilitate use of the core word. When it is someone's turn, they can search around the room for something and keep it in their mind. Then, they can give a clue to the other players. Other players will have to guess what item the person has in their mind. The clue should include use of the core word (e.g., I spy with my little eye, something that is red and **near** the back door.).

Spot The Difference: Adults and students can use *spot the difference* pictures to facilitate use of the core word. Students can look at two similar photos and find all the ways they are different. The activity can be done in person or virtually. The core word can be used when giving the students hints on where the difference is or students can use the core word to tell an adult where a difference is in the picture.

Worksheets: Adults can find or create worksheets for students, identifying things that are **near** or in distance.



Adults can explicitly teach the core word, **near**, what it means, ways we can use the word, and have a discussion. For part of the lesson, adults can lead a Chart Writing activity which can be adapted for distance learning. Students can help

the adult fill in what the word “near” means or fill in sentences that use the core word.

Chart Writing

The classroom is near the _____.
My shoes are near the _____.
I sit near _____.
I like to eat near the _____.

Near and Dear: Students can bring in photos from home or print out photos of things they love and glue them to a poster or worksheet like the one below, all the things **near** and dear to them



Take A Picture: Adults can create a game that requires students to take pictures. For example, adults could 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, **near**, in each instruction (e.g., Take a picture of something near your desk. Take a photo of something near your backpack. Take a photo near the lunch tables.). 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 take a picture near the music class.).

ART OR SCIENCE ACTIVITIES

Students can create their own landscape watercolor painting using concepts of here, **near**, and far. (Activity and image courtesy of Deep Space Sparkle YouTube Channel). <https://www.youtube.com/watch?v=LRhcfmBavWQ>



USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing the app through distance learning, adults can have students give instructions on what actions the adults should make during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. Adults can model the core word and comment on what the student is doing while they use the app, too (e.g., Should I put him **near** the swings?)

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, **near**. 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 '**near**' to the list.

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Andriana Nikolau @ andriananikolau@gmail.com. Andriana is a second-year graduate student specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

CORE WORD: **Far**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., It's really **far** away! We haven't found anything so **far**.)

ASK QUESTIONS: (e.g., How **far** is it?)

COMMENT: (e.g., Wow, you walked **far**! This has gone **far** enough.)

GET HELP: (e.g., My device is too **far**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word during snack or mealtime by exaggerating their body placement or where they place a food item. For example, they can sit an exaggerated distance away from the student and use phrases such as: I'm so **far** away! I sat far away!

Circle: Adults can ask students to sit **far** away from each other when they first come to the circle and can be silly while modeling the core word.

Adults can discuss with students how **far** into the school year they are now or how far they are from the weekend.

PLAY

Toys and Games: Students can throw or roll items such as bean bags or balls outside. Adults can facilitate use of the core word, **far**, using phrases such as: how far can you throw? How far will it go? Look at how far it went!

Students can throw items into a hoop, box, or basket and comment as to how far away they were.

Adults can place a toy or game **far** away from a student or out of reach to create a context for use of the core word. Adults can model the core word or prompt students to use the core word (e.g., The toy is so far, the game is too far, I put it far away.).

Recess: Adults can model and facilitate use of the core word by having students run, walk, or move as **far** as they can to specific places. Adults could ask, "Can you run as far as the basketball court?"

Basketball: Students can try to shoot a basketball from **far** away and see if they can make it in the basket! Adults can model and facilitate use of the core word during the activity.

Baseball/Kickball: Students can practice the core word by seeing how **far** they can hit or kick the ball.

READING

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

[So Far Up by Susanne Strasser, courtesy of Daycare Team YouTube Channel](https://www.youtube.com/watch?v=stARfpHHVEo)

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

[We Travel So Far by Laura Knowles, courtesy of Graydon Cress](https://www.youtube.com/watch?v=tJErfLF5ok4)

<https://www.youtube.com/watch?v=tJErfLF5ok4>

[The Pout-Pout Fish Far, Far From Home by Deborah Diesen, courtesy of Storytime Bunnies YouTube Channel](https://www.youtube.com/watch?v=iVBj_2BxCg0)

https://www.youtube.com/watch?v=iVBj_2BxCg0

[Far From Home](#) by Sue Pickford, courtesy of Miss T's First Grade Fun YouTube Channel

<https://www.youtube.com/watch?v=xJ6uVh4Jbhg>

[Lejos Far](#) by Juan Felipe Herrera and Blanca Gomez, courtesy of Ed & Nancy Hanenburg Children's Advocacy Center YouTube Channel

<https://www.youtube.com/watch?v=1ulhRP45eDg>

[So Far From The Sea](#) by Eve Bunting, courtesy of Velia Cortalano YouTube Channel

<https://www.youtube.com/watch?v=1ulhRP45eDg>

[From Far Away](#) by Robert Munsch, courtesy of The Bookworms YouTube Channel

<https://www.youtube.com/watch?v=ifBmWED2Vu0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair Share: Students can get into pairs or small groups and talk about a time they went somewhere very **far**.

Far Away Worksheet: Adults can create a worksheet where students work in pairs to decide what object is the farthest away. Adults can model and facilitate use of the core word, '**far**' while explaining and discussing the activity. Students can practice using the core word during the activity.

Circle the animals far away from the tree!



SENSORY MOTOR

Bubbles: Students and adults can play with bubbles and see how **far** they will float and fly around. Students can also try to blow the bubbles in the air and try to get them as **far** across the room as they can before they pop.

Slide: Students can take a sensory break by rolling different objects/toys on a slide. Adults can facilitate use of the core word by commenting and asking about how far the object will go when the student releases it down the slide.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts

[Motorbike, by Mechanical Apple/Disney:](#) A young person on a motorbike travels **far** to meet a friend. Students can discuss the events that happen along the way.

<https://www.youtube.com/watch?v=eAKy8j-nPnc>

[Catch it, by Esma 2015:](#) A group of meerkats faces off against a vulture to protect a precious fruit. Discuss how the animals run **far**, jump far, fly far, etc.

<https://www.youtube.com/watch?v=c88QE6yGhfM>

Music

[How Far I'll Go, Auli'i Cravalho](#)

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

[Near and Far Song, Sesame Street](#)

<https://www.youtube.com/watch?v=ZjcXOf77idY>

Music for Older Students

[All I Know So Far Pink](#)

https://www.youtube.com/watch?v=Xuy-V_3V-4g

[So Far Away, Martin Garrix and David Guetta,](#)

<https://www.youtube.com/watch?v=AEHGw7qc9Lk>

[Far Away, Nickelback](#)

<https://www.youtube.com/watch?v=j4y-RzVGrHg>

[I Ran \(So Far Away\), Flock of Seagulls](#)

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

STRUCTURED ACTIVITIES

Discussion: Adults can explicitly teach the word “**far**”, what it means, and have a discussion. For part of the discussion, adults can lead a Chart Writing activity which can be adapted for distance learning. Students can help the adult fill in sentences that include the core word.

Predictable Chart Writing

I think _____ is far.
I can _____ far.
The _____ is far away.

Paper Airplanes: Adults can teach students how to form their own paper airplanes. Once the airplanes are complete, students can try to throw their airplanes or fly/float them as **far** as they can.

Water Balloon Toss: Adults and students can have a water balloon toss and see how **far** they can get before the balloon pops.

Far From Home/Virtual Field Trip: Adults and students can generate a list of virtual travel locations to visit. Which one is very **far** away? Which is not far at all? After visiting selected site or sites, students can use predictable chart writing to record what they saw:

Far from home, I saw _____.

Possible Virtual Field Trip Sites

[San Diego Zoo](#)

[Monterey Bay Aquarium](#)

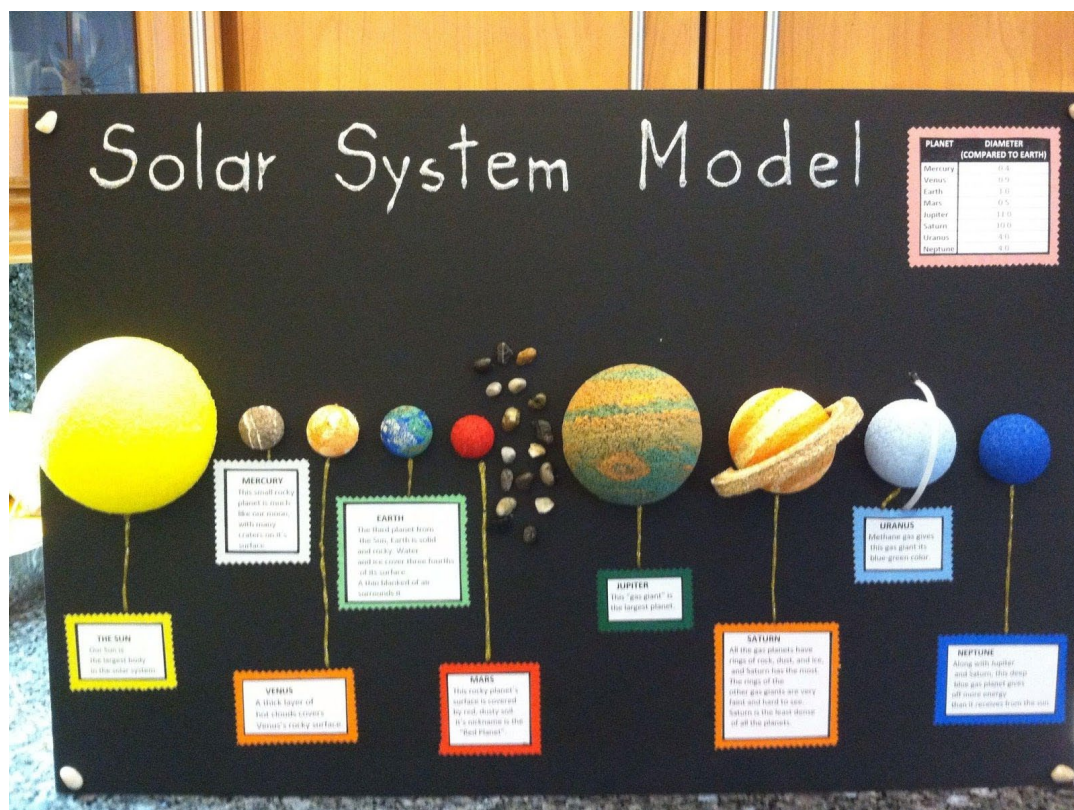
[Interactive Solar System](#)

[Louvre Museum](#)

[Statue of Liberty](#)

ART OR SCIENCE ACTIVITIES

Solar System Model: Students can create their own model solar system to show how **far** apart the planets in the solar system are from Earth and the Sun. (Picture courtesy of Hahn Vincent.)



Fun With Physics: Students can investigate laws of physics by creating different sized ramps to roll objects down to see that the higher the ramp, the farther an object will roll. See how **far** an object will roll with each ramp size.

Virtual Safari: Explore different types of animals that live in **far**away places, in different environments.

Film Canister Rocket: Create a simple mini rocket from a film canister that will shoot into the air. See how far into the sky the rocket flies. (Activity courtesy of

sciencefun.org ~ instructions can be found in the following link: <https://www.sciencefun.org/kidszone/experiments/easy-film-canister-rocket/>)

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a personalized story for the student(s). Adults can take pictures or find pictures online to personalize the book for the student(s). Adults and students can write a personal narrative about a time the student(s) traveled **far** away or they can create their own story about a character who has to go on a journey that's far away. On each page, a sentence using the core word can be featured. If possible, include the icon sequence for "far" to make modeling easier for all communication partners, and so the student can visually see their systems representation of **far** in their story! Read the story with the students.

Google Slides: Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow showing pictures of items that are **far** away from one another. Or adults and students can drag pictures on the slide far away from one another.

Adults can help students write the core word, **far**, on each slide in different types of sentences.

Adults could also make a slideshow about different faraway places.

Google Earth: Adults can explore Google Earth with students to pretend to go to places **far** across the globe.

WORD WALL: Create a WordWall and add '**far**' 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 @ lizcambra@gmail.com and Andriana @ andriananikolau@gmail.com. Liz and Andriana are M.S. candidates in speech-language pathology, specializing in AAC, at San Francisco State University. Thank you!

CORE WORD: Long

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMMENT: (e.g., this is taking **long**)

ASK A QUESTION: (e.g., is this too **long**?)

COMPLEMENT: (e.g., your hair is so beautiful and **long**)

NEGATE: (e.g., it is not **long**)

ROUTINES AND SCHEDULES

Circle: Students can bring something **long** from home or in the classroom to share during show and tell.

Recess: During recess, students can throw or kick a ball a long way away. Students and adults can comment saying "wow that was a **long** kick." Students can also direct others to throw or kick the ball **long**.

PLAY

During imaginative play, students can pretend to be hair stylists and pretend to trim each other's hair so it stays **long**.

READING

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

The Little Engine that Could by Watty Piper, courtesy of Storytime with Miss Jeannie: https://www.youtube.com/watch?v=_2EhWYGbi5o

This book is about the little engine that had to carry toys a **long, long** way. The little engine had to get up and down many hills and there was doubt that the little engine could get to where he needed to go!

Along a long road by Frank Viva, courtesy of Miss Guinon ESL: <https://www.youtube.com/watch?v=RbUmW0SZSvE>

This book is about a man who bikes along a **long** road. What will happen as he bikes?

Fossils Tell of Long Ago by Alike, courtesy of Rebekah Wall: <https://www.youtube.com/watch?v=yOdbTqHhIL8>

This book talks about fossils and how they are made. It gives many details about different kinds of fossils and how they are created a **long** time ago.

Long Shot by Chris Paul, courtesy of Happy Cultivated: <https://www.youtube.com/watch?v=GRhgy1ATpml>

This book is written by NBA All-Star Chris Paul. Chris wrote a book about Michael Jordan and how he will eventually pass to Chris Paul. It's a **long** shot, but Chris works hard to make his NBA dream a reality.

SOCIAL INTERACTIONS AND VIDEO MODELING

While students are waiting in line after recess or to wash hands they can comment to each other that it is taking a **long** time.

SENSORY MOTOR

Students can go down a **long** slide or hang from the monkey bars for a **long** time to pair a sensory motor component to the meaning of this new word.

VIDEOS, MUSIC, ANIMATED SHORTS

Long, Short opposites song by Dream English Kids, courtesy of Dream English Kids: <https://www.youtube.com/watch?v=pe7nVxkqSml>

Long and Short by Harry the Bunny, courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: https://www.youtube.com/watch?v=8zEBPr_x-ig

Lava by Disney Music, courtesy of DisneyMusicVevo: <https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Eat and Drink All day long, courtesy of welcome Vietnam: <https://www.youtube.com/watch?v=cCbKQrpWfe0>

YOUNG ADULTS:

Long Live by Taylor Swift, courtesy of Taylor Swift: https://www.youtube.com/watch?v=TI4g93b_5_s

Sweat (a la la la la long) by Inner Circle: https://www.youtube.com/watch?v=Fwgus_c1zGw

How Long by Charlie Puth, courtesy of Charlie Puth: <https://www.youtube.com/watch?v=CwfoyVa980U>

How Long by Eagles, courtesy of Eagles Vevo: <https://www.youtube.com/watch?v=LmW5McLF-Uk>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **long** means and take them outside with yardsticks and chalk to draw a **long** line on the playground.

ART OR SCIENCE ACTIVITIES

Students can draw a **long** racetrack using construction paper, pencils, markers, and any other available art supplies. Students can then use a toy car and race it along the **long** track and time how long it takes!

USE OF APPS OR OTHER TECHNOLOGY

Tarheel reader: Users can create books about things that are **long** and short and learn about the difference between the two words. They can identify different objects that are **long** and short.

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

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

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

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

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

CORE WORD: **Short**

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WAYS WE CAN USE THE WORD

COMMENT: (e.g., this is a **short** line)

ASK A QUESTION: (e.g., is this **short**?)

NEGATE: (e.g., it is not **short**)

SHARE INFORMATION: (e.g., I am **short**)

ROUTINES AND SCHEDULES

Circle: Students can indicate that they want to only share for a **short** amount of time during circle time.

Recess: Students can indicate they want to take a turn with an object another student has for a **short** amount of time.

PLAY

During imaginative play, students can pretend to be hair stylists and pretend to cut each other's hair **short**.

READING

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

The Short Giraffe by Neil Flory, courtesy of Storytime Train:

<https://www.youtube.com/watch?v=oy691g5yRE4>

This book is about Geri the giraffe who is the **shortest** giraffe ever! The Giraffes are all going to take a photo but Geri doesn't want to be cut out of the photo because of how **short** he is. The giraffes do everything they can to make Geri taller, but nothing is working. A caterpillar comes by and gives them some advice that makes all the difference!

Lady Pancake and Sir French Toast, Short & Sweet by Josh Funk, courtesy of Miss B: <https://www.youtube.com/watch?v=l0CWPf-18-k>

Lady Pancake and Sir French Toast are getting ready to host a tea party. They are hoping to make the tea party **short** and sweet so that nothing goes stale!

SOCIAL INTERACTIONS AND VIDEO MODELING

While waiting for a turn on the playground, students can comment on how **short** the line is and that they don't have to wait for a long time.

SENSORY MOTOR

Students can go down a **short** slide or hang from the monkey bars for a **short** amount of time to pair a sensory motor component to the meaning of this new word.

VIDEOS, MUSIC, ANIMATED SHORTS

Long, Short opposites song by Dream English Kids, courtesy of Dream English Kids: <https://www.youtube.com/watch?v=pe7nVxkqSml>

Long and Short by Harry the Bunny, courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: https://www.youtube.com/watch?v=8zEBPr_x-ig

Short vowel i courtesy of English4abc:
<https://www.youtube.com/watch?v=ZY1ZRuEcah4>

YOUNG ADULTS:

Long story short by Taylor Swift, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=rqQHa2HcGtM>

Short Song by Rob Scallon, courtesy of Rob Scallon:
https://www.youtube.com/watch?v=I_7yFoa0Alc

Short song by Real Friends, courtesy of real friends:
<https://www.youtube.com/watch?v=4gs8wRfzLr4>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **short** means and take them outside with rulers and chalk to draw a **short** line on the playground. Students and adults can also go around the playground or classroom and identify objects that are **shorter** than them.

ART OR SCIENCE ACTIVITIES

Using construction paper, colored pencils, stickers, and any other available art supplies students can draw a garden scene but make everything **short**, **short** trees, **short** flowers, **short** grass, etc..

USE OF APPS OR OTHER TECHNOLOGY

Tarheel reader: Users can create books about things that are long and **short** and learn about the difference between the two words. They can identify different objects that are long and **short**.

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

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

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

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

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

CORE WORD: **Small**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

COMMENT: (e.g., that's **small**)

ASK A QUESTION: (e.g., is this too **small**?)

NEGATE: (e.g., not **small**)

SHARE INFORMATION: (e.g., this is too **small**)

ROUTINES AND SCHEDULES

Circle: Students can bring something **small** from home to share during show and tell.

Recess: Students can do a **small** jump on the playground to show their friends what '**small**' looks like.

Snack time: Students can indicate they want a **small** amount of food during snack time.

PLAY

During imaginative play, students can pretend to be baristas or servers at restaurants and give their friends **small** sized drinks or **small** sized food orders. Students can switch off who is the server and who is ordering.

READING

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

["Small, Medium, Large" by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#)

This is a great book not only for targeting "**small**" but also showing how many other words we have to describe size.

["Big and Small" by Elizabeth Bennet; illustrations by Jane Chapman; presented by Storybook Time.](#)

Big and **small** go out playing and need to help each other out with different things while they play.

Big Bear, Small Mouse by Karma Wilson, courtesy of Mrs. Clark's Reading Corner:
<https://www.youtube.com/watch?v=IDZALHocUMM>

This book is about big bear and **small** mouse and the different things they can do to help each other since they are so different in size!

A Small thing...but big! By Tony Johnston, courtesy of the StoryTime Family:
<https://www.youtube.com/watch?v=xc5cVyf5w98>

Lizzie has to overcome a big fear of hers with Cecile the dog. Lizzie is very scared, but she tries to make her big fear into a **small** fear and meet Cecile.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity. Students can share by saying "I get/have large, you get/have **small**". You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change ("Now I get/have **small**, you get/have large").

SENSORY MOTOR

Students can hold a **small** amount of marbles or beans in their hand to support the meaning of **small**.

VIDEOS, MUSIC, ANIMATED SHORTS

Big and Small Animals song, courtesy of Fun Kids English:

<https://www.youtube.com/watch?v=5kug3Q1F3BQ>

Five Little Ducks, courtesy of Farmees:

https://www.youtube.com/watch?v=OTUg_4TvCWY

Spread a little sunshine by Jack Hartmann, courtesy of Jack Hartmann:

<https://www.youtube.com/watch?v=E0lvFmXwxec>

Big and Small, courtesy of Super Jojo:

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

It's a small world (Disneyland ride) courtesy of EvanTubeHD:

<https://www.youtube.com/watch?v=iJFGAX77zw4>

YOUNG ADULTS:

Small Bump by Ed Sheeran: https://www.youtube.com/watch?v=A_af256mnTE

Small things by Jojo, courtesy of Jojo:

https://www.youtube.com/watch?v=Tq3SOkl3n_s

All the small things by Blink 182:

<https://www.youtube.com/watch?v=9Ht5RZpzPqw>

STRUCTURED ACTIVITIES

Students can go on a **small** scavenger hunt and find things all around the classroom and playground that are small. Adults can teach students what **small** means by showing them examples of small objects.

ART OR SCIENCE ACTIVITIES

Students can create a 'This is me when I was **small**' collage using baby pictures of themselves and any other available art supplies. When everyone is finished, students and adults can guess which baby picture belongs to who!

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebrainy by Zebrainy Limited is an app that also has a variety of games and puzzles, some of which focus on size.

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

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

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

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

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

Thank you!

CORE WORD: **Medium**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

COMMENT: (e.g., that's **medium**)

ASK A QUESTION: (e.g., is this **medium**?)

NEGATE: (e.g., not **medium**)

SHARE INFORMATION: (e.g., I am size **medium**)

ROUTINES AND SCHEDULES

Circle: Students can bring something **medium** sized from home to share during show and tell.

Recess: Students can do a **medium** jump on the playground to show their friends what '**medium**' looks like.

Snack time: Students can indicate they want a **medium** amount of food during snack time.

PLAY

During imaginative play, students can pretend to be baristas or servers at restaurants and give their friends **medium** sized drinks or **medium** sized food orders. Students can switch off who is the server and who is ordering.

READING

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

["Small, Medium, Large" by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#) This is a great book not only for targeting "**medium**" but also showing how many other words we have to describe size.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity. Students can share by saying "I get/have **medium**, you get/have small". You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change ("Now I get/have small, you get/have **medium**").

SENSORY MOTOR

Students can hold a **medium** amount of marbles or beans in their hand to support the meaning of **medium**.

VIDEOS, MUSIC, ANIMATED SHORTS

Teeny Tiny Valentine for You by the KiBoomers, courtesy of the KiBoomers:
<https://www.youtube.com/watch?v=SqYlr701PQA>

STRUCTURED ACTIVITIES

Students can go on a **medium** scavenger hunt and find things all around the classroom and playground that are small. Adults can teach students what **medium** means by showing them examples of small objects.

ART OR SCIENCE ACTIVITIES

Students and adults can decorate **medium** sized cups with stickers, paint, glitter, and any other available art supplies. Students can practice filling the cup up with sand, water, or anything else to further support the understanding of the word **medium**.

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebrainy by Zebrainy Limited is an app that also has a variety of games and puzzles, some of which focus on size.

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

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

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

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

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

CORE WORD: **Large**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "The **elephant** is large")

REQUEST: (e.g., "I want the **large** one")

RESPOND: (e.g., *Which one is **large** and which is small?* "That one is **large**")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can provide food items that have different sizes (apple slices, chips, etc.). The students can be afforded the choice of a small or a large piece. If an adult hand the student a small piece, the student can clarify by saying "I want a **large** one". For students working on more complex language forms, they can say "I want a **large** one instead".

PLAY

Toys and Games: Adults can find toys and games that provide the students with opportunities to describe them by size, such as Jenga or balloons. These are two things that can gradually get larger in size, so students can practice

commenting using morphological forms (“It is getting **larger!**” until they get to say, “it popped” or “it fell”).



Recess: If teachers have access to a variety of sized basketballs, balls for kickball, etc., students can use language to request a **large** or **small** ball for the game.

READING

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

[“Small, Medium, Large” by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#) This is a great book not only for targeting “large” but also showing how many other words we have to describe size.

[“Big and Small” by Elizabeth Bennet; illustrations by Jane Chapman; presented by Storybook Time.](#) Although this book doesn't focus on the word “large”, you

can use this to show how we can use different words to mean similar things, like “the bear is big and **large**.”

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity, for example, see art activity below. Students can share by saying “I get/have **large**, you get/have small”. You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change (“Now I get/have small, you get/have **large**”.

SENSORY MOTOR

Adults can provide a variety of sensory toys and fidgets that come in different sizes (or colors, textures, etc.). Students can request specific toys/fidgets by using description words, including “**large**”.



VIDEOS, MUSIC, ANIMATED SHORTS

["Learn Sizes" video activity by Little Prince J](#)

["The Opposites Song" by KidsTV123](#)

Older students

[Backstreet Boys - Larger Than Life \(Official Music Video\)](#) Courtesy of Backstreet Boys

STRUCTURED ACTIVITIES

Adults can make a large chart with two columns, either on a whiteboard or using butcher paper/poster board. Adults and students can then create lots of pictures or gather objects that differ in size (planes, dinosaurs, ants, cars, etc.). Students can identify and describe objects that are small and put them in one column while identifying objects that are **large** they can place them in the other. If some students are practicing certain fringe vocabulary words, this can be a way to target that skill, as well.

ART OR SCIENCE ACTIVITIES

Try setting up a painting activity with different sized brushes. For some parts of the painting, students may need to ask for a small brush and at other times they can ask for a **large** brush.

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebrainy by Zebrainy Limited is an app that also has a variety of games and puzzles, some of which focus on size.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Wes Heidenreich @ heidenreichwes2@gmail.com.
Thank you!

CORE WORD: **Excellent**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., this is **excellent**)

COMPLEMENT: (e.g., you look **excellent**)

ASK A QUESTION: (e.g., isn't this **excellent**?)

NEGATE: (e.g., this is not **excellent**)

ROUTINES AND SCHEDULES

Circle: During a show and tell activity, students can take turns telling each other they did **excellent**, or that the object they brought to show was **excellent**.

Snack time: Students can comment on their food saying that it's **excellent**.

PLAY

Recess: During recess, students can take turns doing tricks with a soccer ball/basketball and take turns telling each other they did **excellent**.

READING

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

A Stick is an excellent thing by Marilyn Singer, courtesy of Theresa Shackelford:
<https://www.youtube.com/watch?v=Grgz2AeVYck>

This book is a collection of poems about outdoor play. There are many different poems about different **excellent** things that you can do when you play outside.

Excellent Ed by Stacy McAnulty, courtesy of Chesterfield Library:
<https://www.youtube.com/watch?v=OLvfFSE858c>

This book talks about the Ellis family and their children. All of the Ellis children are allowed to do different things and are all **excellent** at different things, except for Ed. As the book goes on, Ed thinks to himself that he must be **excellent** at something in order to get the same perks as the other Ellis children. What will Ed (don't worry, he's a dog) find out that he is **excellent** at?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about what makes an **excellent** friend. They can all make a list about what qualities they look for in an **excellent** friend. Adults can use this video by Rocking Dan the Teaching Man "What makes a good friend?" to help: https://www.youtube.com/watch?v=avHdx18pi_U

SENSORY MOTOR

Students can have a dance party and show off their **excellent** dance moves, after each student has gone they can say '**excellent**'. Students can also do a thumbs up to symbolize '**excellent**.'

VIDEOS, MUSIC, ANIMATED SHORTS

I Feel Good, courtesy of Christmas Songs and Carols - Love to Sing:
<https://www.youtube.com/watch?v=vm3z0gnHAQs>

Me! By Taylor Swift featuring Brendan Urie, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=FuXNumBwDOM> Adults and students can talk about how **excellent** they are just being themselves!

The Best Day by Taylor Swift, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=n0cde-Km05o>

Best Day of My Life by American Authors, courtesy of American Authors:
https://www.youtube.com/watch?v=Y66j_BUCBMY

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**excellent**' means, "excellent means over the top awesome. Food that tastes amazing or how you look in a beautiful new dress are things that can be described as **excellent**."

ART OR SCIENCE ACTIVITIES

Students and adults can create a 'Reasons why I'm **Excellent**' collage using pictures of the student, stickers, and any other available art supplies. Adults can help students write in reasons why they are **excellent**!

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can use Tarheel reader to make different books about what they think is **excellent**. Students can then share with each other different things that they find **excellent**!

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

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

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

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

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@blytle@mail.sfsu.edu
Thank you!

CORE WORD: **Rest**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD (these headers are all size 14)

REQUEST: (e.g., I want to **rest**.)

COMMENT: (e.g., They are **resting**.)

DESCRIBE QUANTITY: (e.g., The **rest** of the cookies are in the bag.)

GRIEVING: (e.g., **Rest** in Peace.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach the quantitative concept 'the rest' by modeling language such as, "You can have a few now, and the **rest** after you finish."

Circle: For classrooms that utilize morning check ins placing pictures or names of students "at school" or "at home," adults can ask questions such as, "Where are the **rest** of the students today?" Students can respond with the target word, location phrase, or gesture to "at home."

Nap time: Students can comment that it's time to **rest** during transition to nap time. If a student does not take naps, but plays quietly during nap time, adults can model language such as, "Shhh. Look, they are **resting**."

Clean up/Transition: Adults can model language such as, "I'm putting the **rest** of the blocks back in the bin."

PLAY

Toys and Games: Adults can encourage sharing and use of social language during play with tangible toys, modeling language such as, "Here, I will have some and you can have the **rest**."

Recess: Adults can over-exaggerate fatigue during gross motor activities on the playground, modeling language such as, "Wow! I need to **rest**!" while stopping to take a break.

READING

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

[Sleep is for Everyone Read Aloud -](#)

<https://www.youtube.com/watch?v=mhH5CJMO5UA>

[Take Care of Yourself- Getting Rest read aloud](#)

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can create short videos demonstrating quantitative concepts while sorting and counting various motivating and fun items. For example, while

demonstrating 1:1 correspondence up to 10 with cookies for a stuffed bear, the adult can model putting the **rest** of the cookies back in the jar to eat later.

Students can work on observing what others are doing around them, as well as present progressive verb form. Adults can ask questions and model/scaffold responses as appropriate. For example, "Look at Johnny. Is he **resting** or playing?" "Ooooooh *snoring sound*, he's resting."

SENSORY MOTOR

Adults can emphasize the concept of 'the rest' with qualitative parts of an object. For example, "The nose is wet, but the **rest** of the dog is dry." OR "This part is sticky, but the rest of the Band-Aid is soft."

VIDEOS, MUSIC, ANIMATED SHORTS

[Bruce Springsteen - Tougher Than the Rest \(Official Video\)](#)

https://www.youtube.com/watch?v=_91hNV6vuBY

["Not Like the Rest" Clip - Disney/Pixar's Coco](#)

https://www.youtube.com/watch?v=di2bCDqa_Ro

[Yo gabba gabba rest up song, Rocky and Rubble](#)

<https://www.youtube.com/watch?v=0P5iBMLCsCM>

[Kids vocabulary - Health Problems - hospital play - Learn English for kids, English Singing](#)

<https://www.youtube.com/watch?v=5xZYFPJ0fps>

[Linkin Park - Leave Out All The Rest \(Live iHeartRadio 2017\)](#)

<https://www.youtube.com/watch?v=pJEjtOav43s>

[SLEEPING vocabulary, GMH English](#)

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

STRUCTURED ACTIVITIES

Many students have 1:1 correspondence or quantitative concept goals. Adults can utilize motivating objects for counting and sorting objects by quantity. Some students are motivated to put objects in or take/dump objects out. Some examples of activities include:

- (adult has bag of several balls) Student gives one ball to a peer and throws the **rest** of the balls in a hoop.
- (adult presents four toy/crayon choices) Student chooses one toy/crayon and puts the rest in the bin or box.
- (adults present 2 farm animals and 6 water animals) Student identifies both animals that live on the farm and puts the rest in a water tub.

ART OR SCIENCE ACTIVITIES

During art/science projects, adults can model language such as, "I'm going to color the **rest** of my paper blue, like the sky," or "I'm putting the rest of the glitter on my paper," or "The rest of the water goes in the cup."

During Halloween or Day of the Dead, students can create different tombstones that say, "**Rest** in Peace."

USE OF APPS OR OTHER TECHNOLOGY

My Playhouse APP, Students can comment on a person who is sleeping or **resting**.

CALM APP, Students can request **rest** time for listening to soothing music, rainforest noises, or beach waves.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Molly Hartzell @ molly.hartzell.mh@gmail.com.

Thank you!

CORE WORD: **Excellent**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., this is **excellent**)

COMPLEMENT: (e.g., you look **excellent**)

ASK A QUESTION: (e.g., isn't this **excellent**?)

NEGATE: (e.g., this is not **excellent**)

ROUTINES AND SCHEDULES

Circle: During a show and tell activity, students can take turns telling each other they did **excellent**, or that the object they brought to show was **excellent**.

Snack time: Students can comment on their food saying that it's **excellent**.

PLAY

Recess: During recess, students can take turns doing tricks with a soccer ball/basketball and take turns telling each other they did **excellent**.

READING

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

A Stick is an excellent thing by Marilyn Singer, courtesy of Theresa Shackelford:
<https://www.youtube.com/watch?v=Grgz2AeVYck>

This book is a collection of poems about outdoor play. There are many different poems about different **excellent** things that you can do when you play outside.

Excellent Ed by Stacy McAnulty, courtesy of Chesterfield Library:
<https://www.youtube.com/watch?v=OLvfFSE858c>

This book talks about the Ellis family and their children. All of the Ellis children are allowed to do different things and are all **excellent** at different things, except for Ed. As the book goes on, Ed thinks to himself that he must be **excellent** at something in order to get the same perks as the other Ellis children. What will Ed (don't worry, he's a dog) find out that he is **excellent** at?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about what makes an **excellent** friend. They can all make a list about what qualities they look for in an **excellent** friend. Adults can use this video by Rocking Dan the Teaching Man "What makes a good friend?" to help: https://www.youtube.com/watch?v=avHdx18pi_U

SENSORY MOTOR

Students can have a dance party and show off their **excellent** dance moves, after each student has gone they can say '**excellent**'. Students can also do a thumbs up to symbolize '**excellent**.'

VIDEOS, MUSIC, ANIMATED SHORTS

I Feel Good, courtesy of Christmas Songs and Carols - Love to Sing:
<https://www.youtube.com/watch?v=vm3z0gnHAQs>

Me! By Taylor Swift featuring Brendan Urie, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=FuXNumBwDOM> Adults and students can talk about how **excellent** they are just being themselves!

The Best Day by Taylor Swift, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=n0cde-Km05o>

Best Day of My Life by American Authors, courtesy of American Authors:
https://www.youtube.com/watch?v=Y66j_BUCBMY

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**excellent**' means, "excellent means over the top awesome. Food that tastes amazing or how you look in a beautiful new dress are things that can be described as **excellent**."

ART OR SCIENCE ACTIVITIES

Students and adults can create a 'Reasons why I'm **Excellent**' collage using pictures of the student, stickers, and any other available art supplies. Adults can help students write in reasons why they are **excellent**!

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can use Tarheel reader to make different books about what they think is **excellent**. Students can then share with each other different things that they find **excellent**!

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: **See you later**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

SAY GOODBYE: (e.g., **See you later**, friends!)

SOCIAL EXCHANGE: (e.g., **See you later**, alligator!; In a while, crocodile!)

ASK QUESTIONS: (e.g., Can I **see you later**?)

NEGATION/DENY: (e.g., I'm so busy, I may not be able to **see you later** on.)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can practice saying goodbye to their peers (e.g., **See you later**, everyone!) at the end of a meal or snack instead of abruptly leaving the table.

Circle:

End of circle or for closing circle at the end of the day: Students can make a choice on a low-tech choice board or on their high-tech talkers between goodbye songs containing the phrase, "**see you later**" (e.g., After a While, Crocodile, See You Later, Alligator, etc.) or sing the same "See You Later" song daily as part of the routine.

PLAY

Toys and Games:

Students playing with puppets or figurines could practice greetings, interactions, and closing. One of the closings can be '**see you later.**'

Recess:

The teacher can stand at the doorway as the students exit for recess and say, "**See you later!**" Children can choose a reply from low-tech picture icons taped next to the door or on their talkers such as "In a while, crocodile," "See you soon!", "Later!", or "Goodbye!"

READING

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

[See You Later, Alligator](#), by Sally Hopgood | Read Aloud books for kids | Mr. M

<https://www.youtube.com/watch?v=c4OpwDhKoH0>

[See You Later, Alligator!](#), by Annie Kubler | Tasceae Churchwell

<https://www.youtube.com/watch?app=desktop&v=zYdK7fVTISs>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Social Skills Video Modeling: Goodbye!](#) | Casa OT

SENSORY MOTOR

[Preschool Teaching Tips: How To Teach "See You Later, Alligator" by Super Simple Songs](#). (This song includes easy movements students can follow. At the end of the video, the instructor discusses how the group can be divided in, two and one group can sing, (See you later, Alligator), and the other group can sing, **BYE BYE BYE, BUTTERFLY**). Courtesy of Super Simple Learning

The instructor suggested adding an art activity, (creating a butterfly) to illustrate, 'bye bye butterfly.' Here's an art activity to support the activity.

Coffee Filter Butterflies Courtesy of One Little Project Materials: 2 coffee filters, markers, dropper, pipe cleaner. Please watch the YouTube video for the directions. Fun and easy!

Adults can model the use of such closings on students' talkers and utilize visuals.

VIDEOS, MUSIC, ANIMATED SHORTS

[After a While, Crocodile](#) | Super Simple Songs - Kids Songs

<https://www.youtube.com/watch?v=-EJGW7QVG2s>

[See You Later Alligator](#) | End of the Day Song for Kids | Jack Hartmann

<https://www.youtube.com/watch?v=l3jDgBKD9l0&t=20s>

[See You Later Alligator](#) | [Goodbye Song for Kids](#) | [The Kiboomers](#) | [Kindergarten](#) | [Baby Songs](#) Courtesy of the Kiboomers Music Channel

<https://www.youtube.com/watch?v=fTZp053gGt4>

Young Adults

[See You Later Alligator](#) | Bill Haley & His Comets | Loizos Loizou

<https://www.youtube.com/watch?v=1Hb66FH9AzI>

[See You Later \[My Hero Academia Comic\]](#) Midoriya says goodbye to Bakugou. Courtesy of Spatziline

[BLACKPINK 'See U Later' LYRICS \(Color Coded Lyrics\)](#) English Lyrics at bottom of video. Courtesy of Jaeguchi

ART OR SCIENCE ACTIVITIES

Students can make an alligator hand puppet to practice saying goodbye (e.g., **See you later!**) during play or as part of the class' structured activities.

USE OF APPS OR OTHER TECHNOLOGY

Google Slides collage: Adults can create a Google slide deck about greetings and closings taking screenshots or pictures of students' low or high-tech system and discuss how and when to say such greetings and closings. Role-playing could also occur. Fun.

Sock Puppets: The Sock puppets app provides a way for students to act out recorded dialogue. How it works: First, select your characters, then background, then props. Voila- you will see the puppets on the stage. Press the round 'record' button and as you move each puppet, it will record what is spoken. Once completed, hit the square 'stop' button and the sounds and puppet movement will play back. Adults and students can create the puppet shows together and act out conversations such as greetings and closings, ('see you later'). (Cost \$3.99)

YoPuppet: YoPuppet is an ingenious and easy to use puppet show creator and your face is in the show. (If you were a ventriloquist, (which I'm not-but wish I was), you could really amaze the students. How it works: Pick a character, then line your hand up with the hand symbol on the app and the puppet will sync with your hand movements so that you can create and record a puppet show. What a fun way to learn how to say, 'see you later.' (FREE).

WORD WALL: Create a WordWall and add '**see you later**' to the list.

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[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 Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a "core word" focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist
@ michaelasullivan2@gmail.com.

Thank you!

June			
<p>near</p> <p>+</p> <p>-</p> <p>?</p>	<p>far</p> <p>+</p> <p>-</p> <p>?</p>	<p>long</p> <p>+</p> <p>-</p> <p>?</p>	<p>short</p> <p>+</p> <p>-</p> <p>?</p>
<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>
<p>small</p> <p>+</p> <p>-</p> <p>?</p>	<p>Medium</p> <p>+</p> <p>-</p> <p>?</p>	<p>large</p> <p>+</p> <p>-</p> <p>?</p>	<p>excellent</p> <p>+</p> <p>-</p> <p>?</p>
<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>
<p>rest</p> <p>+</p> <p>-</p> <p>?</p>	<p>last</p> <p>+</p> <p>-</p> <p>?</p>		
<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>
			<p>See you later</p> <p>+</p> <p>-</p> <p>?</p>
<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>	<p>Date(s)_____</p> <p>Progress:</p>

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