

## CORE WORD: **They**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

SHARE INFORMATION: (e.g., **They** did it)

ASK QUESTION: (e.g., Are **they** coming?)

COMPLEMENT: (e.g., **They** are beautiful)

NEGATE: (e.g., No **they** don't)

#### **ROUTINES AND SCHEDULES**

Circle time: During the morning circle time routine, students can practice using an adjective and the core word '**they**' and describe their class (e.g., "**they** nice").

## PLAY

Students can use different toys and stuffed animals and put them into different groupings. Once they are in different groupings, students can talk about what **they** are doing. For example, when looking at cars and separating them by color, a student can point to the blue cars and say, "**they** are parked" then point to the red cars and say, "**they** are driving".

## READING

Here are some suggested books on YouTube that can assist in teaching the core word: These books will have the word "**they**" in it at least once.

Where the Wild Things Are by Maurice Sendak, courtesy of rasaviharii:

[https://www.youtube.com/watch?v=2bptuYPvfgk&ab\\_channel=rasaviharii](https://www.youtube.com/watch?v=2bptuYPvfgk&ab_channel=rasaviharii)

This book talks about a boy named, Max. Max acts like a wild thing and is sent to his room. His room turns into a forest and Max meets creatures called Wild Things. He learns about what makes them wild and what **they** are like.

Animals in Winter by Henrietta Bancroft and Richard G. Van Gelder, courtesy of Stemhax:

[https://www.youtube.com/watch?v=eLDbjt\\_FiTM&ab\\_channel=STEMHAX](https://www.youtube.com/watch?v=eLDbjt_FiTM&ab_channel=STEMHAX)

This book is about wintertime and different animals. It talks about what **they** all do when wintertime comes.

The Mitten by Jan Brett, courtesy of Nook:

[https://www.youtube.com/watch?v=d3rRWzdHv5M&ab\\_channel=NOOK](https://www.youtube.com/watch?v=d3rRWzdHv5M&ab_channel=NOOK)

This story is about a boy who loses his white mitten in the snow. Different animals see the mitten and the book talks about what **they** do and how the boy finds his mitten.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can look at pictures of different groups in different social situations and talk about what **they** are doing.

## SENSORY MOTOR

Students can point to a group of people and refer to them as, '**they**.' Students can also practice tracing the word, '**they**' in different mediums, such as finger painting, shaving cream, sand, etc.

## VIDEOS, MUSIC, ANIMATED SHORTS

What are **they**?, courtesy of Fun Kids English:

[https://www.youtube.com/watch?v=mNE4em\\_UTjU&ab\\_channel=FunKidsEnglish](https://www.youtube.com/watch?v=mNE4em_UTjU&ab_channel=FunKidsEnglish)

We-**they** core word song, courtesy of Speech and Language Songs:

[https://www.youtube.com/watch?v=8d2kd6nG54w&ab\\_channel=SpeechandLanguageSongs](https://www.youtube.com/watch?v=8d2kd6nG54w&ab_channel=SpeechandLanguageSongs)

Young Adults:

All these songs have the word "**they**" in the lyrics.

Maps by Yeah Yeah Yeahs, courtesy of yeahyeahyeahsmusic:

[https://www.youtube.com/watch?v=ollxlgbuQRU&ab\\_channel=YeahYeahYeahsVEVO](https://www.youtube.com/watch?v=ollxlgbuQRU&ab_channel=YeahYeahYeahsVEVO)

Hold Up by Beyonce, courtesy of Beyonce:

[https://www.youtube.com/watch?v=PeonBmeFR8o&ab\\_channel=Beyonc%C3%A9VEVO](https://www.youtube.com/watch?v=PeonBmeFR8o&ab_channel=Beyonc%C3%A9VEVO)

**They** call me Tiago by Tiagz, courtesy of Tiagz:

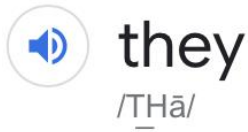
[https://www.youtube.com/watch?v=xKdPk-KAMnA&ab\\_channel=TIAGZVEVO](https://www.youtube.com/watch?v=xKdPk-KAMnA&ab_channel=TIAGZVEVO)

You're Mines Still by Yung Blue and Drake, courtesy of Vibe Chaser:

[https://www.youtube.com/watch?v=BsXQo9NePj8&ab\\_channel=VibeChaser](https://www.youtube.com/watch?v=BsXQo9NePj8&ab_channel=VibeChaser)

## STRUCTURED ACTIVITIES

Adults can teach students what '**they**' means using the following definition courtesy of Oxford languages.



*pronoun*

1. used to refer to two or more people or things previously mentioned or easily identified.  
"the two men could get life sentences if they are convicted"
2. used to refer to a person of unspecified gender.  
"ask someone if they could help"

Definitions from Oxford Languages

Students can write about pictures of groups of people participating in an activity (e.g., '**they** run' or '**they** are nice'). Whether the pictures of groups are from real life photographs of classmates or characters from a TV show is up to the adults who are helping the student in this activity.

## ART OR SCIENCE ACTIVITIES

Building upon the structured activity, students can create a collage using photographs and sentences they write with the word '**they**'.

## USE OF APPS OR OTHER TECHNOLOGY

My Town: This app can be used to play with a town of people. Users can talk about what **they** are doing with the town and what **they**, being the town people, are doing.

[https://play.google.com/store/apps/details?id=mytown.friendsclub&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=mytown.friendsclub&hl=en_US&gl=US)

**WORD WALL:** Create a WordWall and add **'they'** 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: **Live**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

PROVIDE INFORMATION: (e.g., My family **lives** in California.)

PROVIDE INFORMATION: (e.g., She **lives** in that house, I **live** over there.)

COMMUNICATE NEEDS: (e.g., I need to go home, I **live** there.)

COMMENT: (e.g., They **lived** there a long time.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can teach children which food and drink they need to **live**. Adults can tell students that humans need water to live. Adults can also model this on the AAC device to the students. Students can also be prompted to tell adults which foods they need to live. They can do this by using their AAC device to indicate that "I need food to live."

**Circle:** Adults can create a structured activity where the opportunity to use the word **live** is high. For example, the teacher can show a video that explains where different animals live. The teacher can model the word 'live' to the students as they are watching the video. The students can also use the word

'live' on their AAC device when appropriate as they continue to talk about where different animals live. The more repetition, the better. If this is a new concept, visual support for choices for a response is important. Any of the videos listed below can be used in this activity.

Learn About Different Animal Names and Homes | Bubble Kidz

[https://www.youtube.com/watch?v=2GrdT0\\_KZQc](https://www.youtube.com/watch?v=2GrdT0_KZQc)

Animal Habitats | Animal Homes | Learning Junction

<https://www.youtube.com/watch?v=Xj1ASC-Tlsl>

Sesame Street: Homes | Elmo's World

<https://www.youtube.com/watch?v=wDJpcR6OSOc>

## PLAY

**Dolls:** The adult can model '**live**' by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the doll into a dollhouse to indicate that the doll lives in the dollhouse. The adult can then ask the student to do the same thing with their doll. The child can have the doll live in the dollhouse house, bedroom, bathroom, etc.

**Stuffed Animals:** The adult can model '**live**' by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the stuffed animals into a dollhouse to indicate that the stuffed animal lives in the dollhouse. The adult can then instruct the student to do the same thing with their stuffed animals. The child can make the stuffed animal live in the dollhouse house, bedroom, bathroom, etc.

**Puppets:** The adult can model '**live**' by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the puppets into a dollhouse to indicate that the puppet lives in the dollhouse. The adult can then instruct the student to do the same thing with their puppet. The child can make the puppet live in the dollhouse house, bedroom, bathroom, etc.

**Action Figures:** The adult can model '**live**' by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the action figure into a dollhouse to indicate that the action figure lives in the dollhouse. The adult can then instruct the student to do the same thing with their action figure. The child can make the action figure live in the dollhouse house, bedroom, bathroom, etc.

## Recess:

**Simon Says:** The adult can play a game of Simon Says. Every time a student wins a round, the adult can indicate that they are still 'alive' and playing in the game by selecting the word "live" on their AAC system. The child can also indicate that they are still in the game and have not yet lost by selecting 'live' on their AAC device. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity **live** may be one of the words on the wristlet.

**Freeze Tag:** The adult can structure a game of freeze tag where students must indicate that they are 'alive' or 'not alive' after each round of freeze tag. Every time a student wins a round, the adult can indicate that they are still 'alive' and playing in the game by selecting the word "live" on their AAC. The child can also indicate that they are still in the game and have not yet lost by selecting 'live' on their AAC device. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity live may be one of the words on the wristlet.

## READING

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

1. Animals in Winter | STEMHAX

[https://www.youtube.com/watch?v=eLDbjt\\_FiTM](https://www.youtube.com/watch?v=eLDbjt_FiTM)

Adults can model the word **live** on the student's communication system to indicate that an animal lives in a certain place. This creates lots of opportunities to practice using this core word.

2. I Can't Live Here | Help Teaching

<https://www.youtube.com/watch?v=zt1jvQUa4w>

Adults can model the word **live** on the student's communication system to indicate that the polar bear does or does not live-in specific habitats. This creates lots of opportunities to practice using this core word.



### 3. Welcome Home Bear A Book of Animal Habitats

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

Adults can model the word **live** on the student's communication system to indicate that the bear does or does not live in specific habitats. This creates lots of opportunities to practice using this core word. For example, "The bear cannot live in the desert sand."

## SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, this video shows how to use ASL to say the word **live**. Students can use this in addition to their AAC or other modes of communication to say the word 'live.'

"Where do you Live" in ASL | Ashlee Butt

<https://www.youtube.com/watch?v=LAk3WnkJ2uc>

## SENSORY MOTOR

Bug Hunt / Nature Walk:

Materials: Jar with holes, Magnifying glass.

Adults can instruct students to catch bugs or pick up interesting leaves and flowers during a bug/nature walk. The adult can instruct students to take note and talk about where certain plants or animals live. For example, "the ant **lives** in the ground or the flower lives near the pond." The student can also use their AAC to indicate that "the bird **lives** in the tree." For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity live may be one of the words on the wristlet.

<https://jimmiescollage.com/100-nature-walk/>

## VIDEOS, MUSIC & ANIMATED SHORTS

These songs have themes of 'living' and being 'alive.' Adults can target **live** or **alive** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Alive | Alive

<https://www.youtube.com/watch?v=TSfGS7rv3co>

Alive | Krewella

<https://www.youtube.com/watch?v=J-gYJBslw-w>

## STRUCTURED ACTIVITIES

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

## ART OR SCIENCE ACTIVITIES.

Adults can instruct students to draw a picture about the bug hunt/nature walk that they went on (nature walk listen in previous activity). Adults can request that the students talk about where each bug, leaf, or flower **lives**. Each student can present to the classroom and talk about their drawing. For example, they may say "This is my drawing. I went on a bug hunt today and found an ant which **lives** in the ground." Adults can model and prompt students to use the word **live** on their AAC device or communication board during this rich activity.

## USE OF APPS OR OTHER TECHNOLOGY

Adults can use these apps or similar apps to talk about where people or animals **live**.

*MyPlayHome Lite* | IOS

<https://apps.apple.com/us/app/my-playhome-lite/id451155849>

*MyPlayHome Lite* | Android

[https://play.google.com/store/apps/details?id=com.playhome.lite&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.playhome.lite&hl=en_US&gl=US)

Students can tell adults where the different family members **live**. For example, "The girl lives in the house, or the baby lives in the living room." Adults can also prompt students to use the word live on their AAC device.

**WORD WALL:** Create a Word Wall and add “live” 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](mailto:Sfaisal1@mail.sfsu.edu) . Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

## CORE WORD: **Place**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

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#### **WAYS WE CAN USE THE WORD**

**GAIN INFORMATION:** Learning about others/environment (e.g., Is this the **place**? Where did she **place** it?)

**SHARE INFORMATION:** Describe others/the environment (e.g., They are going to that **place**. You can **place** it over there.)

**APOLOGIZE:** Express feeling of remorse (e.g., I am sorry, I was out of **place**.)

**COMMENT:** (e.g., I know that **place**! He will **place** it outside.)

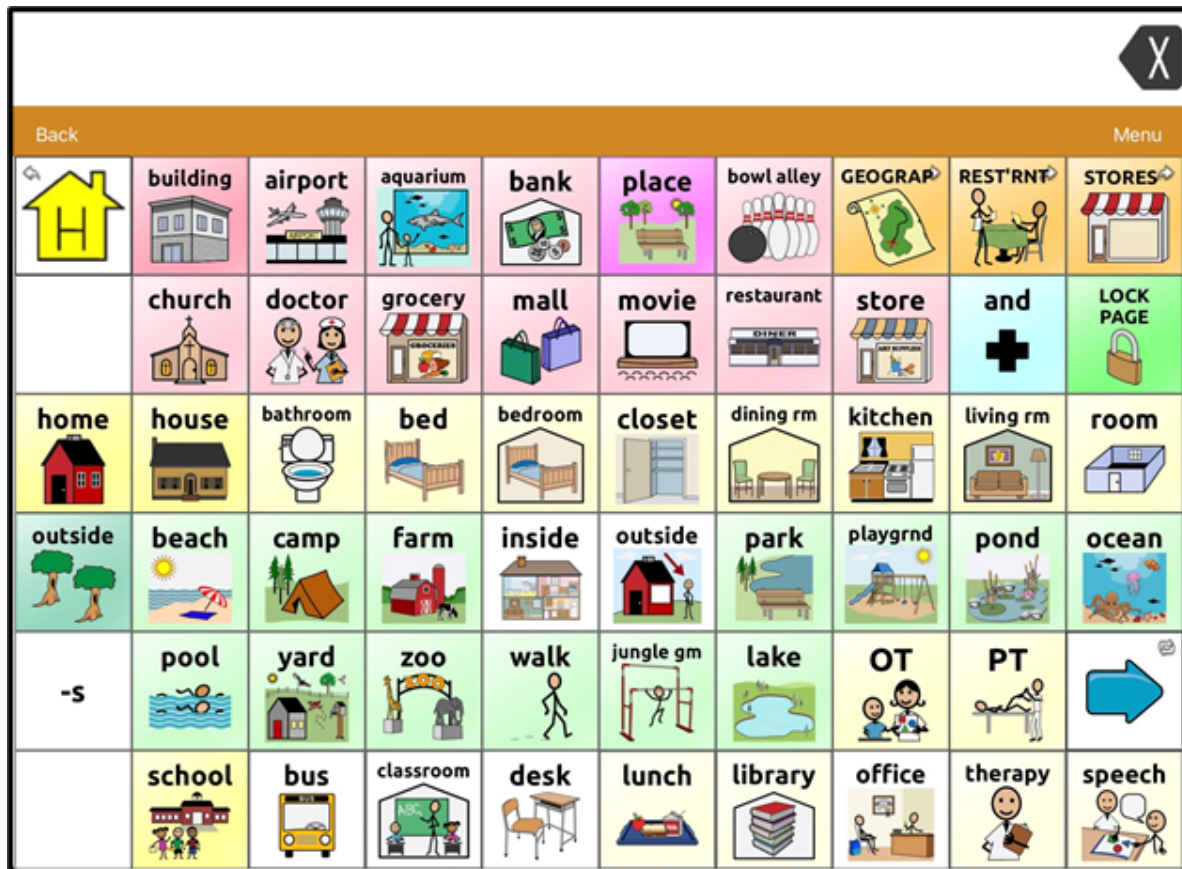
**GIVE A COMMAND:** (e.g., **Place** the sticker on the front of the envelope.)

**PROTEST:** (e.g., Don't let them take my **place**!)

#### **ROUTINES AND SCHEDULES**

During whole group meetings such as morning meetings, and use of a visual schedule, students can discuss reviewing what day it is, the weather, and even things about themselves, such as how they feel. Students can take turns and **place** laminated items on a poster. Adults can lead these activities and model,

placing items on the larger poster. Adults can incorporate discussing places students can go to during their day in school and outside of school such as art center, playground, classroom, library, home, park, etc. Adults may use a low-tech core board (see below) to discuss specific places (by providing visuals for students). Print out two copies then cut out icons of one to have students place and match.



\*Courtesy of TouchChat with WordPower application.

## PLAY

The adults and students can play a game, focusing on the word, (**place**) during the game. As students take turns, if they knock out someone out of their spot or **place** on the board, they can practice by saying, "out of place" or "my place," when they switch the game piece. Another game that focuses on location that can be used is Battleship, in which students can indicate the **place** they are located after sinking their opponent's battleship.

Adults can play a game in which students are directed to different **places** depending on a variety of factors. For example, adults can say, "Come to this **place** if you're 6 years old or wearing (color)." Then, standing in a different part of the room or playground, tell the students, "Come to this **place** if you have a cat." "Go to that **place** if you like pineapple." After sufficient modeling, students can be the leader and direct their peers to various places with visual cues (icons for pets, preferred foods, age, etc.) if they need help.













Play a board game with a variety of animal homes or habitats (e.g., cave, burrow, tree, grassland). Students roll the dice/spin a spinner and move the required spaces. When they land on an animal home, they choose an animal that could be found in this **place**. The adult can comment, "You **placed** the shark in the ocean." "You **placed** the rabbit in the burrow/underground." After sufficient modeling, the student may comment, "I will **place** the bird in the tree," "I **place** the octopus in the ocean," "**Place** snake desert," "**Place** in snow," using their AAC system.

## Game Board















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# Picture Cards

		
Bighorn Sheep	Lion	Zebra
		
Snake	Armadillo	Scorpion
		
Camel	Lizard	Bear
		
Fox	Rabbit	Mole

## Picture Cards

 Shark	 Octopus	 Dolphin
 Trout	 Polar Bear	 Walrus
 Alligator	 Lemur	 sloth
 Parrot	 Bird	 Squirrel

Picture Cards

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\*\*Board game and draw cards made using tools found at/courtesy of LessonPix.com.

## READING

For this week's core word, you can talk about the characters in the story and discuss the word **place**.

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

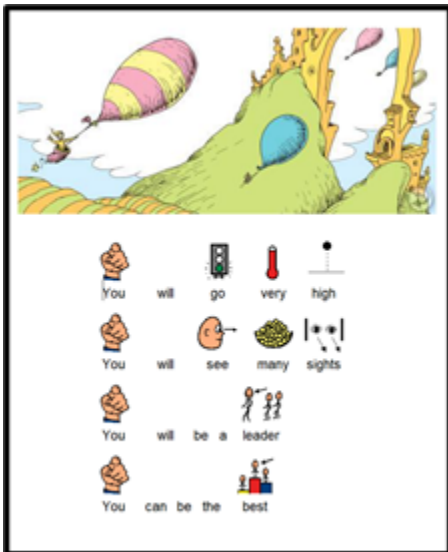
Book Read Aloud: OH, THE PLACES YOU'LL GO! by Dr. Seuss

<https://www.youtube.com/watch?v=fmOCyP4VyP4> read by/courtesy of Storytime with Miss Jeannie (Students and adults can locate "**place**" on



communication board/device each time they see the word in the story or use a low tech icon of the word 'place' to touch).

Use this adapted storybook for the book, OH, THE PLACES YOU'LL GO! by Dr. Seuss courtesy of Paul V. Sherlock Center on Disabilities at Rhode Island College <http://www.ric.edu/sherlockcenter/dsi/placesgo.pdf> to support students while listening to the read aloud.



\*Courtesy of Paul V. Sherlock Center on Disabilities at Rhode Island College website

Book Read Aloud: MY FIRST TOWN by Roger Priddy  
<https://www.youtube.com/watch?v=oT6MGDbSM9E> read by/courtesy of alphabet babies. (Pause this video on each page to talk about the different places in the community.)

Book Read Aloud: LANDMARKS by Kate Wilson  
<https://www.youtube.com/watch?v=4aLcWuCqnTY> read by/courtesy of Canada First English. (Read along as students learn about international places that are special around the world.)

## SOCIAL INTERACTIONS AND VIDEO MODELING

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

VIDEO MODELING - Describing Places | How to describe places in English | English Conversations <https://www.youtube.com/watch?v=EdjrhKFM2ww> courtesy of/by Learn English by Pocket Passport. (Talk about the descriptive words used to describe different places.)

VIDEO - Places in a city - English Educational Videos Little Smart Planet <https://www.youtube.com/watch?v=UdDXIL9u0vI> courtesy of/by Little Smart Planet. (Students and adults can discuss the different places shown in the video.)

VIDEO - Places Vocabulary in English <https://www.youtube.com/watch?v=SxcFXDeH4uU> courtesy of/by Easy English. (Students and adults can discuss the places you can find around your community.)

## SENSORY MOTOR

Create a sensory bin with related animals/objects and a labeled image of the **place** the objects live/are found into sort. Check out the website article below to learn how to make a sensory bin activity. Try having students help make their own sensory bins by adding materials. Expand this into a language activity by talking about the different objects within each place being used.



\*Courtesy of Busy Toddler.

Activity: Farm Sensory Small World Play – courtesy of/by Busy Toddler.  
<https://busytoddler.com/2016/01/farm-sensory-play/>

At snack time, students can be directed to place cups, utensils, food items, etc. at a peer's **place** at the table. "Please **place** the cup at Rosa's **place** at the table." "**Place** the water at everyone's **place**." Adults may then ask, "Where should I put the purple mat?" or "Where should I put the green cup?" Students may answer, "Teacher's **place**," or "Jacob's **place**."

## STRUCTURED ACTIVITIES

The students can talk about the word **place** in the stories that were read aloud such as the OH, THE PLACES YOU'LL GO!, MY FIRST TOWN, or LANDMARKS. Focus on the word, place; have students find the word/icon in their AAC device or on a low-tech board.

For teaching the verb place, utilize TeachersPayTeachers "Simon Says FREEBIE" activity courtesy of/by Panda Speech:  
<https://www.teacherspayteachers.com/Product/Simon-Says-FREEBIE-1869451?st=80c01b251a6783968ee2092178dcb67d> to use visual supports around the game. Instead of saying 'touch' you can modify and say 'place' for example, "Place your hands on your nose." Expand on activity by having students manipulate their hands or objects to place on things.

Utilize TeachersPayTeachers "Weather Chart + Graph" activity courtesy of/by Lindsay Keegan: <https://www.teacherspayteachers.com/Product/Weather-Chart-and-Graph-FREEBIE-1902558?st=48fd489884b4cecd83d0c777e697c9e5> to have students take turns and place the weather on the poster.

For an expansion activity, utilize the "Scavenger Hunts for Kids" activities courtesy of/by the bird feed NYC: <http://thebirdfeednyc.com/scavenger-hunts-for-kids/> to provide students with a fun interactive activities to identify vocabulary terms that go with certain places in the community.

## VIDEOS, MUSIC, ANIMATED SHORTS

Where Are You Going? | Places Song

<https://www.youtube.com/watch?v=OkfROvtrDI8> courtesy of/by

English Tree TV. Sing along to the song highlighting the word **place** and talk about each place the man goes.

Where Are You Going? | Places Song | Kids Learning Song | ESL For Kids | Fun Kids English <https://www.youtube.com/watch?v=FxRGkjkVTGA> courtesy of/by Fun Kids English.

Places Song | kids songs & nursery rhymes | Jack and Jill | Leaps N Bounds Learning <https://www.youtube.com/watch?v=kH2I7OvHJEU> courtesy of/by Leaps N Bounds Learning.

## ART OR SCIENCE ACTIVITIES

This art/coloring activity “Places in My Community” can be used to have students color in the different **places** in their community. Large images of each place are also included and can allow for a larger collage of all community places.



\*Courtesy of Teaching Around the Globe.

Places in My Community – courtesy of/by Teaching Around the Globe  
<https://www.teacherspayteachers.com/Product/Places-In-My-Community-5270166?st=d7d69546c86b66936a46821967ab1641>

## USE OF APPS OR OTHER TECHNOLOGY

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

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

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

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

**WORD WALL:** Add the word, “**place**” on the Word Wall.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ [jeoseguera09@gmail.com](mailto:jeoseguera09@gmail.com) and Moira Ikeda @ [mikeda@smfc.k12.ca.us](mailto:mikeda@smfc.k12.ca.us). Thank you!

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

## CORE WORD: **Ride**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **ride** with me)

ASK FOR HELP: (e.g., help me **ride**)

SHARE INFORMATION: (e.g., I like to **ride** bikes)

ASK QUESTION: (e.g., can you **ride** a bike?)

#### ROUTINES AND SCHEDULES

**Circle:** Adults and students can discuss how they got to school. Adults can ask students "did you **ride** in a car? **Ride** a bus? **Ride** on a bike?"

**Recess:** Students can use "**ride**" to express interest in wanting to **ride** a bike at recess.

#### PLAY

During imaginative play, students can play with cars and pretend to ride them around. Students can even race cars and one student can be the grand marshal of the race to get more practice saying “**ride**” (e.g., “3, 2, 1 **ride!**”).

## READING

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

Along for the **ride** by Michael DiPinto, courtesy of Alos Storytime:

[https://www.youtube.com/watch?v=dc9ETVAbRmU&ab\\_channel=AlosStorytime](https://www.youtube.com/watch?v=dc9ETVAbRmU&ab_channel=AlosStorytime)

This book is about a grasshopper who went on a joyful **ride**.

Timmy's Terrific Travels by Marie Date, courtesy of Storytime at Awnie's House:

[https://www.youtube.com/watch?v=mfzuVADrAnQ&ab\\_channel=StoryTimeatAwnie%27sHouse](https://www.youtube.com/watch?v=mfzuVADrAnQ&ab_channel=StoryTimeatAwnie%27sHouse)

This book is about Timmy who goes on travels around the world in his hot air balloon.

Pete the Cat's Train Trip by James Dean, courtesy of KidsBooks

ReadAloud:[https://www.youtube.com/watch?v=qktnLFYs148&ab\\_channel=KidsBooksReadAloud](https://www.youtube.com/watch?v=qktnLFYs148&ab_channel=KidsBooksReadAloud)

This book is about Pete the cat who goes on a train **ride** and what happens while he is on the train **ride**.

Franklin **rides** a bike by Paulette Bourgeois, courtesy of The reading unicorn:

[https://www.youtube.com/watch?v=vN4j-m0v\\_Y&ab\\_channel=thereadingunicorn](https://www.youtube.com/watch?v=vN4j-m0v_Y&ab_channel=thereadingunicorn)

This book is about how Franklin and his friends learn to **ride** their bikes with and without training wheels.

Froggy **Rides** a bike by Jonathon London and Frank Remkiewicz, courtesy of Miss Rosie's Storytime:

[https://www.youtube.com/watch?v=shJ5gHpLW3E&ab\\_channel=MissRosie%27sStorytime](https://www.youtube.com/watch?v=shJ5gHpLW3E&ab_channel=MissRosie%27sStorytime)

This book is about Froggy and his dad going to buy Froggy a new bike to **ride**.



## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use “**ride**” to ask their friends if they want to ride bikes together at recess (e.g., “want to **ride**?”), or to ask or offer help to their friends (e.g., “help me **ride**”).

## SENSORY MOTOR

Students can say ‘**ride**’ while they **ride** a bike or pretend to **ride** a horse. Students can also watch this video and pretending they are **riding** the storybook canal boat in Disneyland, courtesy of SoCal Attractions 360:  
[https://www.youtube.com/watch?v=YWzGN0Bezz8&ab\\_channel=SoCalAttractions360](https://www.youtube.com/watch?v=YWzGN0Bezz8&ab_channel=SoCalAttractions360)

## VIDEOS, MUSIC, ANIMATED SHORTS

You can **ride** a bike, courtesy of Cocomelon:  
[https://www.youtube.com/watch?v=XREDfjNee3A&ab\\_channel=Cocomelon-NurseryRhymes](https://www.youtube.com/watch?v=XREDfjNee3A&ab_channel=Cocomelon-NurseryRhymes)

I like to **ride** my bicycle, courtesy of Super Simple Play:  
[https://www.youtube.com/watch?v=-FST-CqbqUY&ab\\_channel=SuperSimplePlay](https://www.youtube.com/watch?v=-FST-CqbqUY&ab_channel=SuperSimplePlay)

Let’s **ride** an airplane, courtesy of Brainvault:  
[https://www.youtube.com/watch?v=bYoCK\\_3lkwY&ab\\_channel=BrainVault](https://www.youtube.com/watch?v=bYoCK_3lkwY&ab_channel=BrainVault)

**Ride** from Cars 3 by Z.Z. Ward featuring Gary Clark Jr., courtesy of Disney Music VEVO:  
[https://www.youtube.com/watch?v=RLQlaYqI\\_G4&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=RLQlaYqI_G4&ab_channel=DisneyMusicVEVO)

Young adults:

Old Town Road by Lil Nas X ft Billy Ray Cyrus, courtesy of Lil Nas X. The chorus of this song offers a great opportunity for students to sing along and practice saying “**ride**.”: <https://www.youtube.com/watch?v=r7qovpFAGrQ>

Bicycle Race by Queen, courtesy of Queen Official:  
[https://www.youtube.com/watch?v=xt0V0\\_1MS0Q&has\\_verified=1&ab\\_channel=QueenOfficial](https://www.youtube.com/watch?v=xt0V0_1MS0Q&has_verified=1&ab_channel=QueenOfficial)

**Ride** by twenty one pilots, courtesy of twenty one pilots:

[https://www.youtube.com/watch?v=Pw-0pbY9JeU&ab\\_channel=twentyonepilots](https://www.youtube.com/watch?v=Pw-0pbY9JeU&ab_channel=twentyonepilots)

**Ride** wit me by Nelly, courtesy of Nelly:

[https://www.youtube.com/watch?v=RtSDWq6HsJE&ab\\_channel=NellyVEVO](https://www.youtube.com/watch?v=RtSDWq6HsJE&ab_channel=NellyVEVO)

## STRUCTURED ACTIVITIES

Adults can talk about all the different things you can ride and take a survey to see who in the class has experienced these different things (e.g., **ride** a horse, **ride** a bike, **ride** in a train, **ride** an elephant, etc..).

## ART OR SCIENCE ACTIVITIES

Using construction paper, scissors, glue, and markers students can make a car or train and pretend to **ride** it around school.



\*images courtesy of BuggyandBuddy.com

## USE OF APPS OR OTHER TECHNOLOGY

*Train Driver - The Train Simulator*: User will use this app to drive trains across train tracks. They can talk about who they think would be **riding** the train that they are driving and where the people would be going.

Google play store:

[https://play.google.com/store/apps/details?id=com.imayi.traindriverfree&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.imayi.traindriverfree&hl=en_US&gl=US)

Apple App Store: <https://apps.apple.com/us/app/train-driver-the-train-simulator-games-for-kids/id1129604932>

**WORD WALL:** Create a WordWall and add '**ride**' 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: **Dress**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

A comprehensive video from TouchChat App targeting the word **dress** and other related words <https://www.youtube.com/watch?v=FbSWmW0p8kc>

\*The word **dress** can be a noun or a verb so don't forget to model this word using it both ways. That way the student not only learns where this word is located on the device but understands the different parts of speech.

#### WAYS WE CAN USE THE WORD

REQUEST: (e.g., I want that **dress**. I want to **dress** my doll. Change that **dress**.)

GIVE INFORMATION: (e.g., I sold my **dress**.)

INITIATE: (e.g., Let's go shopping and get a fabulous **dress**. Let's change the **dress** of our barbies.)

ASK QUESTIONS: (e.g., do you like my **dress**? Why is your **dress** red?)

COMMENT: (e.g., I like your **dress**. You look pretty with that **dress**.)

PROTEST: (e.g., Stop touching my **dress**. I don't like my **dress**.)

## ROUTINES

**Academic activities in class:** By the end of the school day, teachers can create routine activities where students need to put their jackets, gloves back on, etc. Teachers can call this routine “time to **dress** up”.

Clothing/ **dress** up related vocabulary is part of common core for younger students. When covering this topic, teachers have plenty of chances to use the target (**dress**) word. Teachers can use toys, stuffed animals, barbies, or simple coloring sheets where the students are asked to **dress** up the items. You can ask the students to color the **dress** in specific colors or ask the students how they would like to **dress** the toys or stuffed animals.

Here are some links (coloring sheets) that you can use:

<http://www.getcoloringpages.com/dress-coloring-pages> by Get Coloring Pages

<https://paperthinpersonas.com/2013/08/10/marsole-monday-in-black-and-white-a-lot/> by Paper Thin personas

<https://www.free-for-kids.com/weather-colouring-pictures.shtml> by Free For Kids

**Circle Time:** Going over the weather is a common routine during circle time. During this activity, teachers can encourage students to talk about how to **dress** based on the weather of that day. Expand this concept. If a teacher asks what's the weather like outside? Also ask, how we should **dress** based on the weather of today (ex. Today is hot, how should we **dress**? Should we have a jacket or shorts? When it is cold, we **dress** up differently. We wear a sweater and pants. How did she (classmate) **dress** today? Is she wearing summer or winter clothing?) That way teachers are targeting common core vocabulary (clothing items) and this core word.

Encouraging students to communicate with each other and give compliments to each other in class is not a common activity; however, it is pragmatically appropriate and support the student to build friendships and increase their overall language. When talking about weather, teachers can encourage students to compliment classmates based on how they **dress** (ex. Teachers can ask student A: how do you like your classmate's **dress**? If you like her **dress**, you can say tell her using your talker, etc.).

**Pre-Literacy activities in the classroom:** There are plenty of books that target clothing. Just don't forget to model and add the word **dress** when reading a book about this topic. Also, teachers can have clothing items or visuals boards with different types of clothing and encourage children to identify the first letter of the word **dress** and clothing items (e.g., we are working on summer **dress** up. How do you **dress** in the summer? Let's listen to the first word on **dress**). Students can identify the letters and/or work on their writing (imitation, hand over hand, tracing, etc.).

Here are some worksheets that can be used for this activity:

<http://cottonridgehomeschool.com/wp-content/uploads/2014/03/Dress-Coloring-Tracing-Page.pdf> by Homeschool Cotton Ridge

<https://twistynoodle.com/trace-the-dress-worksheet/> by Twisty Noodle

**Going to the mall:** Going to the mall with parents or friends is a fun activity that teenagers and older students enjoy. This is a perfect activity to practice the word **dress**. First, communication partners can ask the students what they would like to buy. If shopping for a special occasion, adults can ask how they would like to **dress** up for this occasion. When going to the mall, parents can encourage the student to request the items to the seller using the teler (e.g., Oh it seems that you like this **dress**, let the seller know that you want that **dress**. Do you have this **dress** in another color/size?).

**Sleep over-party/ costume party:** This can be done at school, at home or a friend's house and is applicable to all ages (especially the costume party). If a student has a costume party or sleepover party, parents can help the students to choose what costume/pajama they will **dress**. Ask the student how they want to **dress** and don't forget to model. Parents and/or teachers can create fun activities in which the students are planning or even creating what they will **dress** in those parties. Encourage the student to create simple sentences using the teler and the word **dress** (ex. I want to wear a blue **dress**. I want to **dress** up for the costume party.)

This website provides ideas on easy/simple ways that kids/adults can dress up for costume/**dress** up parties:

<https://kidsactivitiesblog.com/14169/simple-dress-up-ideas/> by kidsactivities.com

Morning routine at home: choosing how to **dress** up for the day is a perfect daily activity that targets this core word. Every morning before changing, parents can ask the student what they want to **dress**/wear for school. (e.g., how do you want to **dress** today? Do you want to wear jeans or a **dress**? Do you want the blue or red **dress**?) Make sure adults model and encourage students to create complete sentences (e.g., I want the red **dress**).

For adults

Blogging/YouTube: Adults that are into fashion, have opportunities to use the word **dress** by reading or watching YouTube videos. There are many fashion channels that talk about **dressing** styles, how to **dress**, what is in style, etc. Communication partners can support the adult AAC user by modeling, rephrasing what they saw on the channels, and discuss the videos using the word **dress**, etc.

Here are some fashion bloggers:

<https://www.youtube.com/channel/UCdF5QXMUx1tT7odhtBdDyEA>

<https://www.youtube.com/channel/UCviCtKa2RYf2n7yYNqXuxoQ>

<https://www.youtube.com/watch?v=n2aRXES2VA>

[https://www.youtube.com/watch?v=576-3s\\_fNdE](https://www.youtube.com/watch?v=576-3s_fNdE)

## PLAY

There are many games that involve **dressing** up. It could be something simple like playing with barbies or playing a complex game for adults. As long as you model the word **dress**, the student will have plenty of fun ways to learn this core word.

[Pretty Pretty Princess Dress-Up BoardGame](#) this game has a full set of princess jewelry. Students choose a color set and each student takes a turn spinning the wheel on the jewelry box. When playing this game, always model the word **dress** (e.g., Let's see who will **dress** up first. Do you want to **dress** up all blue or all red?).

Barbies/ dolls/ stuffed- animals: Students can play with their favorite toys and play **dress** up. Parents or teachers can encourage the student to describe how they are **dressing** the doll. If the student chooses a **dress** for example, ask the student what color the **dress** will be? Ask questions like, do you want a short **dress** or long **dress**? Make sure you model and encourage the students to make complete sentences (I want the short **dress**). If there are many options of dresses, ask what color, print of **dress** they want to use, etc.

Paper doll printables: these are easy to find and affordable activities for younger students. When playing with this activity, model and encourage students to explain how they will **dress** the paper doll (e.g., how are you **dressing** her up? Should we **dress** her really nice or make her wear a simple shirt and jeans?). Here are some free printables available:

<https://www.kitchentableclassroom.com/printable-paper-doll-templates/> by The Teacher Table Classroom

<http://www.supercoloring.com/paper-crafts/dress-up-paper-dolls> by Super Coloring

<https://www.favecrafts.com/Papercrafts/Free-Printable-Paper-Dolls> by Fave Crafts

Other toys/games available to purchase:

[Magnets Dressing Up](#), [Science! STEM sticker Adventure- Sticker Activity Book](#), [Confidence-Building Sticker Book](#), [Sticker Dolly Dressing Around the World](#).

## READING

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

[Jacbo's New Dress](#) by Sarah Hoffman [https://www.youtube.com/watch?v=A-C4j4v79\\_c](https://www.youtube.com/watch?v=A-C4j4v79_c) read by Shivani Savdharia

[Morris Micklewhite and the Tangerine Dress](#) by Christine Baldacchino <https://www.youtube.com/watch?v=pjj5yENvUj4> read by Charlotte Mecklenburg Library



[Maisy Dresses Up](#) by Lucy Cousins

<https://www.youtube.com/watch?v=skjiAAybHf4> read by Fun2Learn

[The Fiesta Dress: A Quinceanera Tale](#) by Caren McNelly McCormack

<https://www.youtube.com/watch?v=JPN9IeDrCTo> read by The Spanish Teacher

[My Forever Dress](#) by Harriet Ziefert (from Epic- Online books)

<https://www.youtube.com/watch?v=HnmPaSEPvs8> read by Cindy Cartwright

For older students (High Elementary/Middle School students)

[Dress Coded](#) by Carrie Firestone

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

There are many ways how adults can incorporate activities about **dressing** up into social interactions between classmates/ friends/family members, etc. These videos provide ideas and video modeling on how students can interact using the word **dress**.

[Ryan Pretend Play Costume Show Dress up!](#) By Kaji Family

[Emma Pretend Play Dress Up Washing & Ironing Clothes with Kids Toys](#) by Toys and Colors

## **SENSORY MOTOR**

Have different types of clothing with different fabrics, materials and ask the students to describe each item. Make sure you model the word **dress** during this activity.

For students with fine and sensory motor difficulties, exercises that target dress/**undress** are important. Adults can support the student's vocabulary by modeling the word **dress** while performing those exercises.

Here there is a video by the Nicklaus Children's Hospital with exercises that support this activity <https://www.youtube.com/watch?v=AxxBttoTiiU>

Playing dress up with play dough mat

<https://www.momsandcrafters.com/printable-dress-up-dolls-play-dough-mats/>

## VIDEOS, MUSIC, ANIMATED SHORTS

YouTube has many songs that target **dress** and related words. When singing these songs, always have the device and model as needed.

This Is The Way We Get Dressed/Kids Songs/Super Simple Songs

<https://www.youtube.com/watch?v=1GDFa-nEzlg>

Get Dressed for the Day Song/The Singing Walrus

[https://www.youtube.com/watch?v=KDE6i\\_ZZkFU](https://www.youtube.com/watch?v=KDE6i_ZZkFU)

Let's Get Dressed Song/Clothes Song for Kids/The Kiboomers

<https://www.youtube.com/watch?v=OAVh6StYLq8>

Getting Dressed/Clothes for Kids/ English Stories for Kids from Steve and Maggie

<https://www.youtube.com/watch?v=KBcJZOA3Cuk>

Getting Dressed Song/Learn with Little Baby Bum/Nursery Rhymes for Babies/ ABCs and 123s

<https://www.youtube.com/watch?v=fSdEIVoElu4>

Songs (For Adults)

Dress by Taylor Swift <https://www.youtube.com/watch?v=YSk84jfnk50>

Red Dress by Magic <https://www.youtube.com/watch?v=FaX64o71vGQ>

Freakum Dress by Beyonce <https://www.youtube.com/watch?v=ArDXxTsJJoo>

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

<https://www.lyrics.com/lyrics/dress>

## STRUCTURED ACTIVITIES

Structured activities for language arts:

Teachers can draw a table on the board or have worksheets in which the students have to categorize the different kinds of clothing based on how to dress by weather. Students can make sentences such “in the summer we **dress** with shorts, t-shirts”.

Print available short books/worksheets that target the word **dress**, Make sure teachers model the word **dress** and encourage the student to use his/her talker to read the words or talk about the activity

Examples of these books/worksheets (ready to print for low cost or free:

Dressed for the snow <https://thisreadingmama.com/free-snow-themed-emergent-reader/>

Winter Clothes Dress Boy and Girl

<https://www.teacherspayteachers.com/Product/Winter-Clothes-Dress-Boy-and-Girl-Free-2940954>

What I Like to Dress <https://alittlepinchofperfect.com/about-me-what-i-like-to-wear-kids-craft/>

Winter Dress Up Boy <https://sarahpecorino.blogspot.com/2012/01/printable-getting-dressed-for-winter.html>

## ART OR SCIENCE ACTIVITIES

**Science projects:** there are not too many science projects that target clothing or **dressing** up. However, there are some projects that can be done with clothing items. Here is a video on how to dye clothing. When performing this activity, make sure the adults model the word **dress** and create activities that tie to the video (e.g., ask the student to choose the clothing they want to dye, and why. Ask the student to choose the color they want to use, how she/he would **dress**/wear it? etc.).

<https://www.youtube.com/watch?v=Qg5PJxAJebc> by Jesus Daniel Anceno Olivas

### Art Projects:

Make a **dress**: If parents know how to sew, students can help parents to make/design a **dress**. Ask the students questions about the type of style/fabric/length/ design/ etc. they want the **dress** to be. Parents can take the students to buy the fabrics needed that way students can request the items for the **dress** at the store.

Coloring sheets. Print free or low-cost coloring sheets in which the students are asked to color different dresses. Here are some examples (also check the structure activity section for more worksheets)

Coloring Page Dresses by Coloring Home <https://coloringhome.com/coloring-pages-dresses>

Collection of Dresses Coloring Pages by Clipart Library <http://clipart-library.com/dresses-coloring-pages.html>

Dress-Up Coloring Pages for Kids by First-School.ws <https://www.first-school.ws/THEME/coloring-pages/school/dress-up-costumes.htm>

Crafts. There are many craft activities that involve **dressing** up or **dresses**

29 Totally Awesome DIY **Dress** Ups For Kids by Rediscovered Families <https://rediscoveredfamilies.com/diy-dress-ups-kids/>

DIY Dress Up: Mailman by Making of a Mom <https://makingofamom.com/diy-dress-up-mailman/>

Make Your Own Paper Roll Princess by Mas & Pas <https://masandpas.com/make-your-own-paper-roll-princess/>

Lego Friends Dresses Free Template by Fynes Designs <https://www.fynesdesigns.com/lego-friends-dresses-template/>

## USE OF APPS OR OTHER TECHNOLOGY

There are many free/ low-cost apps that focus on **dressing** up. When working with these apps, make sure the adult is modeling the key word while performing the activity. Here are some useful apps.

*Yipi Costume Party*. Dress up app. Available on iPad, iPhone.

*Toca Tailor*. From the Toca Boca app, this app allows the student to create and design their own clothing. Available on iPad and iPhone.

*My PlayHome Stores*. In this app, the little dolls go on a shopping spree and they can try the clothes. Available on iPad, iPhone, Android, and Kindle Fire.

*Dress Up Fred and His Friends*. This app has animal characters, which can be **dressed** up with different costumes. Available on iPad and iPhone

*Babies Dress Up*. Students try on costumes and accessories. Available on iPad, iPhone, and Google Play.

<https://elixrapp.com/dress-up-games-for-adults/> this website has a list of the 10 best dress up games for adults. The apps are available in Android and iOS.

**WORD WALL:** Create a WordWall and add '**dress**' to the list. (e.g., for today we will go over the word **dress**, etc.).

**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 **dress** on the keyboard or write the word together.

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Diana V Angeles.MS., CCC-SLP @ [diana.v.angeles@gmail.com](mailto:diana.v.angeles@gmail.com)  
Diana is a Spanish- Bilingual Speech Language Pathologist who has been working in moderate to severe classrooms serving students in the spectrum.

Thank you!

## CORE WORD: **Ask**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### WAYS WE CAN USE THE WORD

QUESTION: (e.g., What did you **ask**?, Can I ask you something?)

COMMENT: (e.g., I need to **ask** something)

DIRECT ACTIONS: (e.g., **Ask** them, not me!)

### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can support students to **ask** for the snack items, or utensils. Adults can use speak-aloud strategy to model thinking, "I see there's no forks. I need to ask about that.").

Adults can also support students to initiate conversations during snack time by asking questions. (e.g., "Who wants to **ask** the group how our weekend was?" )

**Circle:** Adults can add a Question of the Day during circle time, or students can take turns being the one to **ask** the circle a question. Adults can model using the word ask (e.g., “What is the question you want to ask?”). Students can use the word ask to precede their question (e.g., “I want to ask ....”)

## PLAY

**Toys and Games:** Students can use the core word in guessing games, such as Guess Who? Or Twenty Questions. Adults can model and support students to use the core word to obtain information based on provided clues (e.g., They’re thinking of something outside. Let’s **ask** if it is an ocean!).

**Card Games:** Card games like “Go Fish” can be utilized to include the core word. Adults can model and support students to use the core word in turn taking routine (e.g., It’s my turn to **ask**! Do you have any...?)

**Recess:** Adults can model using the core word to find out who will do what activity during recess and encourage students to continue the conversation. For example, “I don’t know what toy [student name] wants to bring outside, I’m going to **ask**.”. Or “Can you ask [ student name] what they would like to do during recess?”

**Board Games/Card Games:** Adults and students can practice the core word while playing board games or card games that utilize question asking: Go Fish, Guess Who, Twenty Questions, etc. Adults can model the core word during game play to provide instructions, such as: now it’s your turn to **ask** a question. Additionally, adults can facilitate use of the core word by asking students questions that promote use of the core word (e.g., I can’t remember who you asked first? Did you ask me, or her?)

## READING

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

**Ask Me**, by Barnard Weber, courtesy of Grandma B. Reads with Me,  
<https://www.youtube.com/watch?v=vhFLEYVZfVA>



A father and daughter go for a walk outdoors, asking and answering each other's questions. Repetition of the phrase "ask me" makes it easy for students to join in the reading process on their talkers.

**Just Ask**, by Sonya Sotomayor, courtesy of Imaginary Pages

<https://www.youtube.com/watch?v=q4sGcaA6bFk>

Beautiful book featuring children of diverse abilities and experiences sharing their stories. Each page features a different child, and ends with a question to initiate conversation

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can promote social question asking by using video modeling. Students can watch videos about asking questions, role play interaction, and create and practice their own social questions. Adults can model the core word in an instructional context: What do you want to **ask** them? Did they already **ask** that question? Students can use the core word as a part of appropriate topic shifting strategy: Can I **ask** you a question?

Video Supports: Asking Social Questions

Younger Students: <https://www.youtube.com/watch?v=ZMCKdqZ5SBk>, courtesy of Benjamin Mizrahi

Older Students: <https://www.youtube.com/watch?v=XK4G0tAN7fk>, courtesy of Footprints Behavioral Interventions

## **SENSORY MOTOR**

Sensory Bins: Adults and students can work collaboratively to create sensory bins. Adults can model asking questions about items and materials that are to be gathered (e.g., Can you **ask** them if they can bring the water?)

After setting up sensory bin stations, adults can model use of the core word by supporting students to ask before they join or change a sensory station. (e.g., Before you change stations, make sure you **ask** a teacher.)

## VIDEOS, MUSIC, ANIMATED SHORTS

[The Ask Song, courtesy of Have Fun Teaching](#)

[https://www.youtube.com/watch?v=zb6a\\_73WUQI](https://www.youtube.com/watch?v=zb6a_73WUQI)

*Older Students*

[Ask, The Smiths](#)

<https://www.youtube.com/watch?v=zoo9Vu1a9bU>

[Song for the Asking, Simon and Garfunkel](#)

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

[Too Much to Ask, Niall Horan](#)

<https://www.youtube.com/watch?v=ljXSjlph5ZM>

## STRUCTURED ACTIVITIES

Class Survey: Adults can support students to create a classroom survey, focused on discovering more information about a shared topic of interest within the class (favorite foods, books, dates of birth, etc.) Students can use the core word **ask** as an introduction strategy while gathering information (e.g., Can I ask you a question? I want to ask you about..., I'm taking a poll and I need to ask some questions.). Adults can lead follow-up discussion on survey results, modeling use of core words (e.g., What topic did you ask about? Who did you ask?).

## ART OR SCIENCE ACTIVITIES

Extension Activity for the Book "Ask Me Anything": Adults can support students to create a class book inspired by the interaction between parent and child in the above mentioned story "Ask Me Anything". Students can create illustrations about a time when they asked a question about something they were curious about to a parent, teacher, friend, etc. Adults can include a carrier phrase with

the core word on each page for the students to complete. For example: I **asked** [person] about [subject]. Students can use the core word to share their illustration aloud (e.g., I asked about why the sky is blue).

Science Project Discussion: After completing a simple science project relevant to student interest, ability, and context (online/in-person teaching), adults can organize a virtual science fair where students can answer questions about their projects. Adults can support the use of core words by supporting students to brainstorm questions they might be asked in their Science Fair (e.g., Why did you pick this project? How long did it take to complete?). Alternatively, segments of the class can be divided into those who want to ask questions and those who want to answer. After the fair, students can use the core word to share the questions they asked, or who asked them questions and what they were asked about (e.g., One teacher **asked** me about..., I was asked how to....)

## USE OF APPS OR OTHER TECHNOLOGY

*Bookcreator.com Website:* The student and adult can create or retell a story on Bookcreator. Adults can work with students to create a story or personal narrative that includes question asking or uses the core word **ask**. For example, adults can have each page of the story start with a carrier phrase that includes the core word (e.g., I asked my [friend/parent/teacher] about \_\_\_\_\_. They said\_\_\_\_\_).

*TOCA Kitchen Monsters (free):* Students can feed a monster different real or wacky food items. As they play, adults can support students to use the core word by supporting them to ask peers what they would like to feed the monster or elicit the core word (e.g. What do you think they want to feed the monster ? How can we find out? **Ask** a question !)

**WORD WALL:** Create a WordWall and add '**ask**' 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](mailto:lizcambra@gmail.com). Liz is a second-year graduate student at San Francisco State University, specializing in AAC. Thank you!

## CORE WORD: **Question**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

QUESTION: (e.g., I have a **question**: \_\_\_\_\_?)

COMMENT/VALIDATE: (e.g., That's a great **question**!)

MAND (REQUEST) FOR INFORMATION: (e.g., My **question** is, "When is snack time?")

REQUESTING HELP: (e.g., **Question**: What are you saying? I don't understand.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** During structured snack time, adults can hide snack options and have students ask questions about what the snack is. They can prompt, "What's your **question**?" Students can answer, "**Question** is.... (is it round, what color is it, where do you find it)?"

**Circle:** Students and adults can take turns asking others **questions** such as, “What did you do over the weekend?” or “What did you eat for breakfast” and modeling use of the word. After one person makes a statement, another can comment, “I have a **question...**” and ask their follow up **question**.

## PLAY

**Toys and Games:** Students can play the game Guess Who. Adults can prompt each student to “Ask a **question**.” Other students can ask, “What is your question?”

**Recess:** Students can practice asking others the **question**: “Can I play with you/that?”

## READING

Here are some suggested books on YouTube that can assist in teaching the core word. Adults can pause while reading to note the **questions** that are being asked within the book.

[I Love You Stinky Face written by Lisa McCourt](#), courtesy of Stories for kids

<https://www.youtube.com/watch?v=OaP9ED2HWf4>

[A House for Hermit Crab by Eric Carle](#), courtesy of VidswithRy

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

[Ada Twist Scientist - Children's Books Read Aloud - by Andrea Beaty](#), courtesy of Let's Read Stories

<https://www.youtube.com/watch?v=1rzsl41O5eQ>

[Ask Me by Bernard Waber](#), courtesy of Grandma “B” Reads with Me

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

[Frank The Seven Legged Spider by Michael Razi](#), courtesy of Joseph Gochee

<https://www.youtube.com/watch?v=jz9LVQQp0Lw>

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice maintaining a conversation with another student or adult by asking and answering **questions**.

The below video features a young adult learning to ask **questions** on his AAC device:

[https://www.youtube.com/watch?v=G4h-Hz\\_iqPc](https://www.youtube.com/watch?v=G4h-Hz_iqPc), courtesy of Kreed's World

## SENSORY MOTOR

Adults can set up stations of exercises or sensory activities, with students rotating through each station. Before rotating, adults can have students stop and ask them a **question**. Depending on student goals, the question can be a yes/no, like/not, or more complicated wh question. Adults can also have students ask a question.

Adults can set up a structured game, using a large gym or open space. Adults can ask a question, and direct students to hop, jump, run, walk, scooter, etc. to their answer choice in one of the corners (E.g., "Do you like cats? Go to this corner for yes, that corner for no... Go!"). The question asker role can start with adults and then students can take a turn to ask a question.

## VIDEOS, MUSIC, ANIMATED SHORTS

The songs below do not contain the word **question**, but their titles and lyrics contain questions. Adults can play the songs for students and pause to discuss the questions or comment, "I hear a question." Students can indicate that they hear a question (on AAC devices, by raising their hand, or by doing a motion directed by an adult--"When you hear a question, touch your nose!"..."When you hear a question, clap your hands").

[Should I Stay Or Should I Go - The Clash \(Josephine, Tim, Christian\)](#) courtesy of the Voice Kids

<https://www.youtube.com/watch?v=09C0t8jsjNQ>

[How much is that doggie in the window?](#) Courtesy of British Council | LearnEnglish Kids

<https://www.youtube.com/watch?v=iApAn0whVZE>

[What does the Fox say ? \[cartoon version\]](#), courtesy of Lihay

<https://www.youtube.com/watch?v=sBCCjhK2CAg>

[The Who - Who Are You](#), courtesy of TheWho

<https://www.youtube.com/watch?v=PNbBDrceCy8>

[KIDZ BOP Kids - What Do You Mean?](#) courtesy of Kidz Bop UK

<https://www.youtube.com/watch?v=OfGclIUVO2g>

[Baha Men - Who Let The Dogs Out](#) courtesy of Karan Thakur

<https://www.youtube.com/watch?v=Qkuu0Lwb5EM>

## STRUCTURED ACTIVITIES

Adults can facilitate a game of 20 **questions**. They can pick a random item and put it inside a shoe box. Students then have to ask questions to try to figure out what the item is (Is it big? Is it fluffy? Can you eat it? Is it an animal?). The original game is played using only yes/no questions, but the game can be modified in any way needed to best support students. Adults can emphasize the word **question** and model how to ask questions.

## ART OR SCIENCE ACTIVITIES

Students can read answers to common science questions. Students or adults can read the question, emphasizing, “What’s the **question**?” and “Let’s find an answer to our question.” Use the article [Science Questions: Explaining the Universe to Kids](#), courtesy of Home Science Tools to help frame questions.



<https://learning-center.homesciencetools.com/article/top-science-questions-kids-ask/>

Students can either watch [the video](#), courtesy of Mayta The Brown Bear - Toddler Learning Videos, or try this out themselves and answer the question: Will it sink or will it float?

<https://www.youtube.com/watch?v=aVUXV5LG5O4>

Students can have fun mixing two colors of paint together to answer the question, "If we mix \_\_\_\_ and \_\_\_\_, what color will we make?"

## USE OF APPS OR OTHER TECHNOLOGY

*Boom Cards:*

\*Adults can use the structure of Boom Cards to identify questions and question words within the card decks

[Wh-Question Mix-Up](#), courtesy of SLP Studio.

<https://wow.boomlearning.com/deck/wh-question-mix-up-YXRrLx4zT5jyxGcmc>

[Differentiating between what and where: field of two](#), courtesy of LadyBurd

<https://wow.boomlearning.com/deck/differentiating-between-what-and-where-field-of-2-hPSA3dGmZ4mdmXfyE>

[Differentiating between who and what: field of two](#), courtesy of LadyBurd

<https://wow.boomlearning.com/deck/differentiating-between-who-and-what-questions-field-of-ii-ZPSw9tZrummA9HJ2r>

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ [bkenney@hershey.k12.pa.us](mailto:bkenney@hershey.k12.pa.us). Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

## CORE WORD: **These**

### For Educators, Related Service Providers and Parents

## STRATEGY OF THE MONTH

### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### WAYS WE CAN USE THE WORD

CLARIFY: (e.g., **These** or those?)

COMPLAIN: (e.g., **These** people are annoying me!)

EXPRESS OPINION: (e.g., **These** are my favorite of the bunch.)

### ROUTINES AND SCHEDULES

**Morning Meeting/Circle:** Divide the students into groups and assign a list of tasks/jobs for the group for the day (or week). Explain to the class while gesturing to each group that **these** students will complete these tasks.

**Art:** Take a tour of the art room and look at all the different items. Explain that **these** tools are used XX and these brushes are used for XX.

### PLAY

**Toys and Games:**

Memory/Concentration: As you play the game and flip over two cards at a time, you can model **these** cards match/don't match.

Imaginative play restaurant: This is great if you have a group of students. Have restaurant guests sit in groups of at least two. The server can take their order and then tell the chef, "**these** guests want XX." The chef can make the food and tell the server, "these plates go to XX."

### **Recess:**

If a student is feeling overwhelmed, take time to talk with the student about what the different options are (e.g., **These** students are playing tag, these students are on the play structure, these students are playing soccer, etc.)

## **READING**

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

The Very Hungry Caterpillar by Eric Carle [read aloud by Storytime with Ms. Jeannie](#). After reading the story, try this fun modeling activity! Sort food that the caterpillar ate and some food he didn't eat. Model the phrase "he did eat these foods" and "he did not eat these foods"

The Word Collector by Peter H. Reynolds [Read aloud by YouTube Books for Kids \(featuring Michelle and Barack Obama\)](#). While reading a long comment that Jerome loves "these" words so much, and that he is gathering "these" words because they are so exciting.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Have students introduced their friends to someone else. **These** are my friends. These are some things we like to do together. These are some places we like to go.

## **SENSORY MOTOR**

Gather multiple bins with fillers of varying textures, colors, etc. and add different small items to the bins. Talk about how **these** items are in the wet bin, and these items are in the blue bin, etc.

Talk to each student about their particular sensory diet, and about how **these** things help with sensory overload, and how these things help with under stimulation, etc.

## VIDEOS, MUSIC, ANIMATED SHORTS

These Boots Are Made For Walking | Nancy Sinatra | [Video by weissebrauen](#)  
This catchy song talks about what **these** boots are made to do. If you prefer a more modern version (with a racier video), check out [Jessica Simpson's version](#).  
Nancy Sinatra: <https://youtu.be/SbyAZQ45uww>  
Jessica Simpson: <https://youtu.be/DPtfsk4ETjM>

My Favorite Things | Julie Andrews | [YouTube Video](#)  
In this song, listen to Julie Andrews tell you how **these** are a few of her favorite things.  
<https://youtu.be/33o32C0ogVM>

## STRUCTURED ACTIVITIES

Instead of completing a structured activity, review a bunch of the structured activities you have completed in the past. Let students say that **these** are the ones I liked, and these are the ones I didn't like.

If you're looking for an actual structure activity consider this sock drawer task: sort through socks and organize into two categories: **these** have holes and these do not.

## ART OR SCIENCE ACTIVITIES

Art: See above Routines section about an art room tour.

Art: Organize prints or pictures of famous paintings into groups. Have students describe what they have in common. Students can talk about how **these** paintings have bright colors, these paintings have a lot of shapes, these paints are religious, etc.

Science: For this science experiment you need a container of water and a variety of items. See which items float and see which items sink. Create two groups. Group 1 is **these** items float. Group 2 is these items sink.

## USE OF APPS OR OTHER TECHNOLOGY

If you have a classroom tablet or computer, have students organize applications into groups and explain **these** apps are educational, these apps are related to art, these apps are for math, etc.

**WORD WALL:** Create a WordWall and add '**these**' 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 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](mailto:the.read.with.me.slp@gmail.com) and Kelsey Robin @ [Kelseyrobin.ccc.slp@gmail.com](mailto:Kelseyrobin.ccc.slp@gmail.com)

Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ [https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG\\_YA](https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA) and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me>

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

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ [https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG\\_YA](https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA) and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster

City School and is a member of the AAC Team. She is passionate about preschool and providing access to dynamic and high-tech communication systems as early as possible.  
Thank you!

## CORE WORD: **Change**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

DESCRIBE (e.g., "It **changed!**")

COMMAND/REQUEST (e.g., "**Change** it")

ASK INFORMATION (e.g., "Did it **change?**")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can give students the choice to **change** the snack they received. Students can tell adults "**change** goldfish" or "**change** crackers for fruit".

**Circle:** Adults can choose a helper for different things that need to be changed each day. For example, changing the date on the calendar. Students can say "**Change** to Friday" or "**Change** to 12".



## PLAY

### Toys and Games:



Uno has lots of opportunities for students to announce to their peers that something has **changed**. Students can **change** color and **change** direction. If adults are playing with the students, adults have great opportunities to provide models at the students' language level.

### Recess:

If you want to introduce some structure into recess activities, you can set up different play stations that students can play for a certain amount of time. When the timer is up, a student can announce that it is time to **change** stations.

## READING

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

[“The Very Impatient Caterpillar” by Ross Burach; Presented by Storytime Anytime.](#) Although the word **change** does not appear in this story, it is about a character wanting and waiting to **change** into a butterfly. Adults can ask students “did it **change** yet?”.

[“Changes” by Bea Silverberg, illustrations by Darcy Tom, presented by English-Reading AZ.](#) This book has the target word on just about every page and it is a great discussion of serious changes kids experience in their lives.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can model how we **change** our facial expressions to express different feelings and emotions. Students can tell the group when to **change** facial expressions. Students can also identify different feelings that their peers are expressing and what might make a person feel that way.

## **SENSORY MOTOR**

This activity comes from the blog “How Wee Learn”, posted by Adelaide Ventura (<https://www.howweelearn.com/sensory-activities-for-toddlers/>). Pour some water into a large, deep bin and collect some paper of different colors, shapes, and thickness. Students can dunk the paper into the water and comment on how the paper **changes** when it gets wet.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

[“Sesame Street: Changes Song”](#)

[“Changes” by David Bowie](#)

## STRUCTURED ACTIVITIES

Mr. Potato Head is a great tool for targeting different aspects of language. In addition to “put on” and “take off”, students can say what they **changed**.



This is a great activity for targeting subject-verb-object sentences, as well as past tense -ed. You can also use a simple sentence strip visual for students that would benefit from it. Students can say SVO sentences like “I **changed** eyes”. Or students can give commands to an adult or helper (“I want to **change** nose”).

## ART OR SCIENCE ACTIVITIES

Adults can use jars of water and food coloring to learn about how combining colors can make new colors. Students can describe the **changes** they see (“It **changed** to red!”). If your students are not at the sentence level just yet, you can start with just the verb and the color (“**change** red!”) This activity is great for

gradually working up to using more morphological forms and sentence structures.

## USE OF APPS OR OTHER TECHNOLOGY

*NO-PRINT Get Ready for School Dress UP Game FREEBIE* by Panda Speech is an app that allows the student to change a person's clothes on the iPad. Students can make sentences like "she **changed** shirt".



**WORD WALL:** Create a WordWall and add '**change**' 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](mailto:heidenreichwes2@gmail.com).

Thank you!

## CORE WORD: **Hear**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

GIVE INFORMATION: (e.g., I **hear** a cat)

DIRECT ATTENTION: (e.g., **hear** that)

REQUEST: (e.g., Can I **hear**?)

ASK QUESTION: (e.g., Did you **hear** that?)

#### **ROUTINES AND SCHEDULES**

An adult can gather toys that make sounds. Each student can take turns in a circle showing each other how the toys make sounds. Adults can ask and model on a communication device, ("Can you **hear** it?").

**Bathroom:** Adults can use the AAC system to comment on what they **hear** in the bathroom (e.g., the water in the sink, the toilet flushing, the paper towel being taken out of the hold, etc.)

**Cooking:** Adults can conduct a cooking project and could focus on the word, **hear**, (by listening to the noises from the food and appliances, (e.g., making popcorn). Adults can put the kernels in the popper (this will create a sound to

**hear**), turn on the air popper (this creates a loud noise that students can **hear**) and finally, students can **hear** the popcorn kernels popping as they are being cooked.

## PLAY

Play zoo or safari. What animals do you **hear**? For example, the San Diego zoo and zoo Miami have a virtual field trip that students can take. Adults can discuss what different animals sound like and different animals that the student can listen to or **hear**. (e.g., Do you **hear** the gorilla?)

PBS learning goes to zoo

Miami <https://ca.pbslearningmedia.org/resource/1abd0f5d-b482-4ded-b7fc-1e4dd01b2d83/zoo-field-trip/>

Virtual Field trip to the San Diego Zoo <https://www.weareteachers.com/virtual-field-trip-to-the-san-diego-zoo/>

Play a game of silence with students. Everyone needs to be quiet for 30 seconds until the timer goes off. When the timer goes off, the adult can ask, did you **hear** anything? What did you **hear**?

## READING

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

I hear by Helen Oxenbury, courtesy of

SigningHandUK: [https://www.youtube.com/watch?v=K5NfaSVIqIE&ab\\_channel=SigningHandsUK](https://www.youtube.com/watch?v=K5NfaSVIqIE&ab_channel=SigningHandsUK)

This book talks about the different things that someone **hears** in a day. The book is also being signed in the video for students who would like to see and/or learn sign language.

The Listening Walk by Paul Showers, courtesy of Literature 4 Kids:

[https://www.youtube.com/watch?v=BLs4r8IHUSg&ab\\_channel=Literature4Kids](https://www.youtube.com/watch?v=BLs4r8IHUSg&ab_channel=Literature4Kids)

This book is told from the point of view of a girl who takes her dog on a walk with her dad. They do not talk on their walk. Instead, they are taking the walk and using it as a listening walk. The book talks about the different sounds that the girl **hears** throughout the walk.



Polar Bear Polar Bear, What Do You Hear by Eric Carle, courtesy of Justin Brannick:

[https://www.youtube.com/watch?v=ctQjLfMKinU&t=202s&ab\\_channel=JustinBrannick](https://www.youtube.com/watch?v=ctQjLfMKinU&t=202s&ab_channel=JustinBrannick)

This book talks about different animals and what they **hear** coming from the next page of the book.

What can I hear? By Annie Kubler, courtesy of Molly Yost:

[https://www.youtube.com/watch?v=CCsAmToAgr4&ab\\_channel=MollyYost](https://www.youtube.com/watch?v=CCsAmToAgr4&ab_channel=MollyYost)

This book talks about the different things that a baby **hears**.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can whisper to a student and make sure what they are saying is soft enough that the student won't be able to **hear** everything they are saying. The student would need to say, "I don't **hear** you", adults can model and point to the communication device to help facilitate this phrase for students.

## **SENSORY MOTOR**

An adult can use YouTube or another source to play music. The music can be played and stopped. When it is stopped, an adult can ask a student "what did you **hear**?" and the student can respond with "I **hear** a trumpet". This can be continued into other instruments or different songs and can be continued to be discussed with the adult and student.

## **STRUCTURED ACTIVITIES**

Adults can introduce the word **hear** on talker or a big core board. Adults can indicate that they will be listening to sounds they can hear in their own environment (adults can use YouTube or sound touch app, (e.g., sink, toilet flush, lawn mower, blender, tv, radio to demonstrate). S=Adults can play different vehicle sounds and ask the student(s) what they **hear** (e.g., bus, car, ambulance, police car, fire truck, helicopter, airlines, etc.).

Students can listen intently as the adult plays sounds and in turn students can answer the question of what they **hear**. Adults can model utterances to assist the students in expanding their utterances, I **hear** a \_\_\_\_.



## **VIDEOS, MUSIC, ANIMATED SHORTS**

What do you hear? By super simple songs, courtesy of super simple songs:

[https://www.youtube.com/watch?v=YVgv1EFJZHc&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=YVgv1EFJZHc&ab_channel=SuperSimpleSongs-KidsSongs)

Guess the Sound, courtesy of Mister Teach:

[https://www.youtube.com/watch?v=n1m4h79JZso&ab\\_channel=MisterTeach](https://www.youtube.com/watch?v=n1m4h79JZso&ab_channel=MisterTeach)

Young Adults:

Roar by Katy Perry, courtesy of Katy Perry:

[https://www.youtube.com/watch?v=CevxZvSJk8&ab\\_channel=KatyPerryVEVO](https://www.youtube.com/watch?v=CevxZvSJk8&ab_channel=KatyPerryVEVO)

Hear me calling by Juice WRLD, courtesy of JuiceWRLD:

[https://www.youtube.com/watch?v=euSAgaub3m8&ab\\_channel=JuiceWRLDVEVO](https://www.youtube.com/watch?v=euSAgaub3m8&ab_channel=JuiceWRLDVEVO)

Do you Hear what I Hear by Bing Crosby, courtesy of Bing Crosby:

[https://www.youtube.com/watch?v=FhTnDaEmA5k&ab\\_channel=BingCrosby-Topic](https://www.youtube.com/watch?v=FhTnDaEmA5k&ab_channel=BingCrosby-Topic)

Sleigh Ride by The Ronettes, courtesy of The Ronettes:

[https://www.youtube.com/watch?v=XZTzai1H9DM&ab\\_channel=TheRonettesVEVO](https://www.youtube.com/watch?v=XZTzai1H9DM&ab_channel=TheRonettesVEVO)

## **ART OR SCIENCE ACTIVITIES**

Students can make art projects of their favorite musical instruments. Students can then talk about the music they like to hear and group instruments based upon similarities.

Piano art courtesy of Mrs. Cook Teaches Art



Guitar art courtesy of Zilker Elementary Art



Saxophone art courtesy of The bird feed NYC



## USE OF APPS OR OTHER TECHNOLOGY

*Toca Boca Birthday*: This app can be used to throw a birthday party. During the birthday party, you have a birthday song and blow out the candles on a cake. You can open the present, eat the cake, drink the juice. At the end, you clean up and wash the dishes. Adults can model the sentences "Do you **hear** the birthday song? Do you hear the toy?"

*Sound Touch*: This app provides colorful photographic visuals coupled with sounds across a wide range of categories, (e.g., pets, farm animals, vehicles).

**WORD WALL:** Create a WordWall and add '**hear**' 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 write or 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: **Front**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

DESCRIBE (e.g., "My doll is in the top drawer at the **front** of my closet")

CLARIFY (e.g., "The toy is in the **front** of the cabinet")

ASK QUESTIONS (e.g., "Is my book in the **front** of the car?")

DIRECT (e.g., "Put the glass on the **front** of my desk")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and the other person needs to move it to that place. (e.g., "Move the fruit snacks to the **front** of the lunchbox"). Students will get great practice for understanding of prepositional words with every day, familiar items.

**Hide and Seek Attendance:** Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card

(e.g., “Go look on the **front** of my desk”). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

## Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

### PLAY

**Pretend Play:** During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word **front** into various contexts during play. For example, if the child is suggesting that the dolls go on a road trip, the adult can say “Sure! Would you like to drive or sit in the **front** seat?”.

**Positional Word Activity:** Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, behind/in the back of, in **front**, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ) at: <http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ>



Picture from The Primary Post

## READING

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

**Back to Front and Upside Down** | by Claire Alexander | [Read Aloud by Christie Peterson](#)

Story about a student in school who had trouble writing his letters. They would come out back to **front** and upside down!

## SOCIAL INTERACTIONS AND VIDEO MODELING

[In Front and Behind](#) | Placid Learning

Learn the basics of special concepts of in **front** and behind in this short, animated film! Helpful visuals showing from various points of view.



<https://www.youtube.com/watch?v=W6TDteyVCJ0>

**[Front and Back Video](#) | Lili and Torto's Opposite Show | Sesame Studios**

A short & cute, animated video that shows the concepts of **front** and back in various contexts/points of view.

<https://www.youtube.com/watch?v=m2DA7lmLxjM>

## **SENSORY MOTOR**

Adults can place a chair in the middle of the room and direct the students to position themselves in different places around the chair. To make it fun and challenging, adults can add music and students can dance until the music stops. After adults pause the music, they can shout a spatial word (e.g., "Stand in **front** of the chair!") and see how fast the student can get there.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

**[Preposition Song](#) | by the Bazillions**

Catchy song that displays various prepositions including in **front**, and many more!

## **STRUCTURED ACTIVITIES**

**[Positional Words Kindergarten Positional Words 1<sup>st</sup> Grade Preposition Activities](#) | TeachersPayTeachers.com**

\$3.50 PowerPoint-based activity that targets an interactive way to teach prepositional concepts such as in **front**, behind, next to, and inside.

<https://www.teacherspayteachers.com/Product/Positional-Words-Kindergarten-Positional-Words-1st-Grade-Preposition-Activities-2080232>

**[Prepositional Words Resource Box](#) | Lakeshore Learning**

A \$39.99 kit that is sold at Lakeshore Learning store that is filled with prepositional directions and physical items that the student can manipulate to display the various spatial concepts (e.g., put the bear in **front** of the box).



[https://www.lakeshorelearning.com/products/ca/p/PP949/?utm\\_source=google&utm\\_medium=ppc&utm\\_campaign=PLA&CATARGETID=520011010000099155&CADevice=c&gclid=CjwKCAiAjeSABhAPEiwAqfxURWQTGR-mCJea\\_HzpHxVTaFNcR0-ty\\_9XyBYiya8h8WXUjHAEvoaikhoC3XAQAvD\\_BwE](https://www.lakeshorelearning.com/products/ca/p/PP949/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=520011010000099155&CADevice=c&gclid=CjwKCAiAjeSABhAPEiwAqfxURWQTGR-mCJea_HzpHxVTaFNcR0-ty_9XyBYiya8h8WXUjHAEvoaikhoC3XAQAvD_BwE)

**Sorting Toys:** Using the visual photo provided below, adults can facilitate an activity in which students will position their toys by **front** and back and sort them based on their respective column.



Picture from Freepik

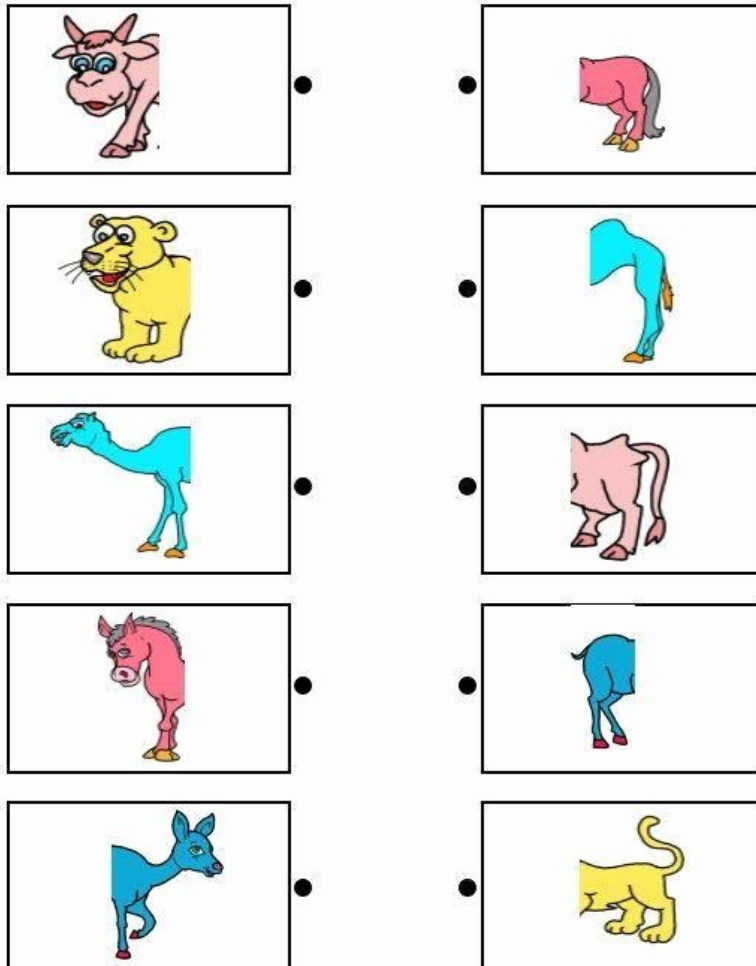
## ART OR SCIENCE ACTIVITIES

**Matching and Coloring Page:** Students can draw a line to match the front and back of each animal and color as they please! Matching these animals targets inferencing skills and reinforces the concepts of **front** and back. Students can cut out the animals to physically match them up together if they would like as well.

Name: \_\_\_\_\_

### Animals - Worksheet 2

Draw line to match the front half of each animal shown on the left with its back half shown on the right.



© www.funthinker.com

Picture from funthinker.com

## USE OF APPS OR OTHER TECHNOLOGY

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

**My Play Home (PlayHome Software Ltd):** \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like **front** and back during play on the app.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Amy Burt @ [amyaburt@gmail.com](mailto:amyaburt@gmail.com).

Thank you!

## CORE WORD: **Back**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### **WAYS WE CAN USE THE WORD**

DESCRIBE (e.g., "My doll is in the top drawer at the **back** of my closet")

CLARIFY (e.g., "The toy is in the **back** of the cabinet")

ASK QUESTIONS (e.g., "Is my bike in the **back** of the car?")

DIRECT (e.g., "Put the picture on the **back** of my door")

SHARE PHYSICAL NEEDS (e.g., "My **back** hurts")

REQUEST ASSISTANCE (e.g., "Can you help me move the toy bin **back** to where it belongs?")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and consequently the other person would need to move it to the indicated location/place. (e.g., "Move the fruit snacks to the **back** of the lunchbox"). Students will have the opportunity to

focus on the understanding and use of prepositional words with every day, familiar items.

**Hide and Seek Attendance:** Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look on the **back** of the thing that tells us the time"). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

## Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

### PLAY

**Pretend Play:** During child-led pretend play, adults can incorporate targeted vocabulary. In this case, adults can incorporate the word **back** into various contexts during play. For example, if the child is suggesting that the dolls go on a road trip, adults can say "Sure! Let's put our luggage in the **back** of the car and go!" and "Let's go! When do you think we should come **back**?"

**Positional Word Activity:** Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, behind/in the **back** of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ) at: <http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ>

# HOW TO TEACH positional words



Picture from The Primary Post

## READING

**Spend a Day in Backwards Bay** | by Samantha Berger | [ReadAloud by The Reading Train](#)

A fiction book about a town called Backwards Bay where all the people do things backwards! They wear their clothes **backwards** and do everything the opposite way.

<https://www.youtube.com/watch?v=JWFt267sWF0>

**Room on the Broom** | by Julia Donaldson and Axel Scheffler | [Read Aloud by Liz Shanks](#)

A great children's book that is packed with prepositional concepts throughout. Join along as the witch flies off on her broom, then running into trouble and needing to fly **back** to the ground. How many friends can she fit on the **back** of her broom?

<https://www.youtube.com/watch?v=WUn4dFUONRc>

**Give Me Back My Book! | by Travis Foster and Ethan Long | [ReadAloud by Mr. Mike's Storytime Bonanza](#)**

A story all about misunderstandings and how they can be solved. The main character loses his book and wants it **back**, read along to find out whose book is whose.

<https://www.youtube.com/watch?v=kPR441dAT14>

**Can Somebody Please Scratch My Back? | by Jory John | [ReadAloud by Mr. Mike's Storytime Bonanza](#)**

A cute story about an elephant that is searching to find a friend that will scratch his **back**.

<https://www.youtube.com/watch?v=6Mj-1jmPcZ0>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

**Front and Back Video | Lili and Torto's Opposite Show | Sesame Studios**

A short & cute, animated video that shows the concepts of front and **back** in various contexts/points of view.

<https://www.youtube.com/watch?v=m2DA7ImLxjM>

**Grade JrKg Concept of Front and Back Priyal | Rejoice International School**

A detailed explanation of the front and **back** points of view from various common animals and objects.

[https://www.youtube.com/watch?v=ADgA6yww\\_R8](https://www.youtube.com/watch?v=ADgA6yww_R8)

## **SENSORY MOTOR**

Adults can place a chair in the middle of the room and direct the students to position themselves in different places around the chair. To make it fun and challenging, adults can add music and students can dance until the music stops. After adults pause the music, they can shout a spatial word (e.g., "Go to the **back** of the chair!") and see how fast the student can get there.



## VIDEOS, MUSIC, ANIMATED SHORTS

 **Blu Dog** | Scratch my back and I'll scratch yours | **Monica Plus**

A wordless, animated short about pets who just want their **backs** to be scratched.

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

## STRUCTURED ACTIVITIES

**Sorting Toys:** Using the visual photo provided below, adults can facilitate an activity in which students will position their toys by front and **back** and sort them based on their respective column.



Picture from Freepik

## ART OR SCIENCE ACTIVITIES

**Art Craft:** Students can learn how to draw an elephant from the front and **back** point of views! A simple and instructional video of how to draw an elephant from the back - <https://www.youtube.com/watch?v=TknhRZdvQ5o>

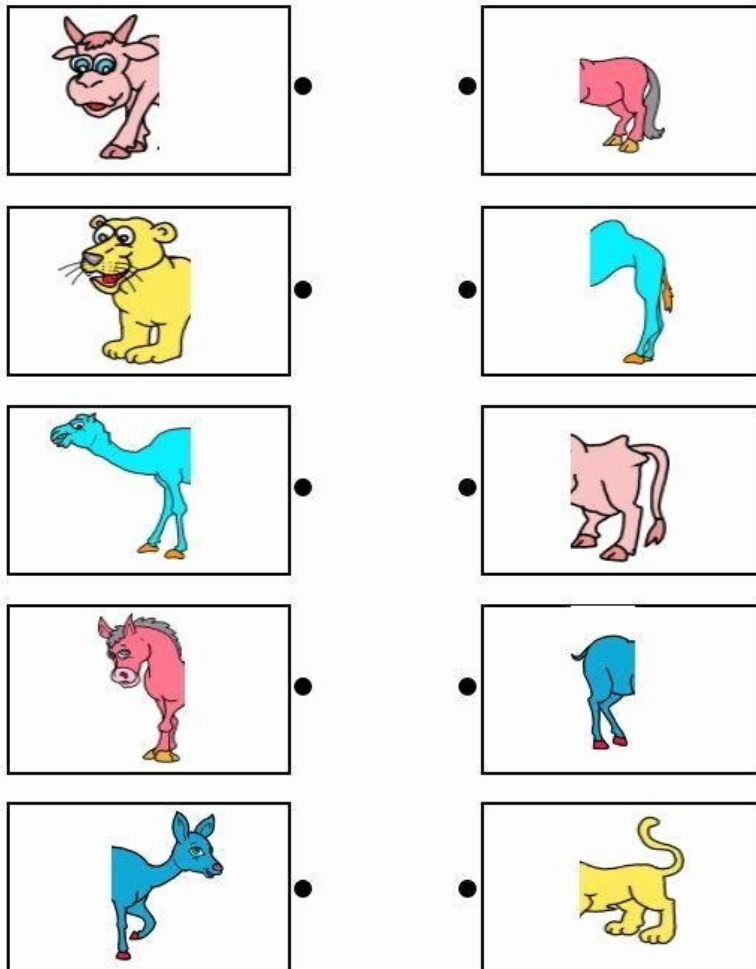


**Matching and Coloring Page:** Students can draw a line to match the front and back of each animal and color as they please! Matching these animals targets inferencing skills and reinforces the concepts of front and **back**. Students can cut out the animals to physically match them up together if they would like as well.

Name: \_\_\_\_\_

### Animals - Worksheet 2

Draw line to match the front half of each animal shown on the left with its back half shown on the right.



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Picture from funthinker.com

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

**My Play Home app (PlayHome Software Ltd):** \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like front and **back** during play on the app.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact **Amy Burt @ amyaburt@gmail.com**.  
Thank you!

## CORE WORD: **Loud**

### For Educators, Related Service Providers and Parents

(There will be similar resources with the word-opposite, (quiet), in this month's resources).

## STRATEGY OF THE MONTH

### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., The kids were so **loud** on the bus.)

COMMENT: (e.g., That music is too **loud**.)

REQUEST: (e.g., Can you speak a little **louder**, please?)

COMMAND: (e.g., "Turn down that **loud** music", my mother yelled.)

ANSWER QUESTIONS: (e.g., Yes, I know the music was too **loud**.)

ASK QUESTIONS: (e.g., Do you think the colors in this shirt are too **loud**?)

COMPLAIN: (e.g., All that **loud** pounding is giving me a headache!)

DIRECT ACTION: (e.g., Turn down that **loud** music.)

## ROUTINES AND SCHEDULES

**Laundry:** Adults/caregivers/parents can talk about doing laundry. Together they can comment on such information: when they put the clothes in, it is quiet, but when they turn on the washer or dryer it is **loud**.

**Recess/Going Outside:** Adults/caregivers can talk about how they can use an outside or **louder** voice when they are at recess but when they go in the class, they use a quiet voice.

**Park:** Adults can talk about how students can use an outside or **loud** voice when they are at the park but when they go in, they use their inside voice.

## PLAY

When it comes to play, there is a difference between outside and inside play activities and the parameters for students to learn and follow. Adults can discuss that during outside play they can use a **louder** voice and during indoor play students can use a quiet voice.

**Puppets- acting out quiet and loud:** Students can use puppets to act out how they can use quiet voices inside and can use a **louder** voice outside when on the playground.

**Sand and Water Tables-** In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g., to share toys, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Adults can talk about how sand and water are both quiet but when adding other toys to the sand and water tables, such as: pails and shovels or boats and other floating items can make **louder** sounds. Adults can talk about quiet and **loud** and they play with students at the sand and water tables.

**Dolls-** While playing with dolls, students can talk to the dolls using quiet and **louder** voices.

**Checking in at Recess-** At recess, adults can check in with students and ask if they are using quiet or **loud** voices when they are playing.

**Vehicles:** While playing with vehicles, students can make **loud** and quiet noises.

**Young adults** can discuss how some games are **loud** and some are quiet. Further, they can talk about whether they like their video games to be loud or quiet. (some people are sensitive to loud sounds).

## READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

[Peace at Last](#), written by Jill Murphy, courtesy of Simple Stories

Quiet Loud by Leslie Particelli, courtesy of simicrane:

[https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab\\_channel=simicrane](https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab_channel=simicrane). Simicrane describes him as a bright, graphic style, spirited board book, pairing and illustrating the opposites of quiet and **loud**

[Quiet and Loud | The Musical World of Mr. Zoink \(Sesame Studios\)](#)

Where to be Loud and Quiet by Amy Ruele, (Animated story with words), courtesy of Joshy's Storytime.:

[https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab\\_channel=Joshy%27sStorytime](https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab_channel=Joshy%27sStorytime)

[The Loud Book](#) By Deborah Underwood, Courtesy of #KidTimeStoryTime. This book shows us the different kinds of loud sounds that surround us: good, bad, accidental.

## SOCIAL INTERACTIONS AND VIDEO MODELING

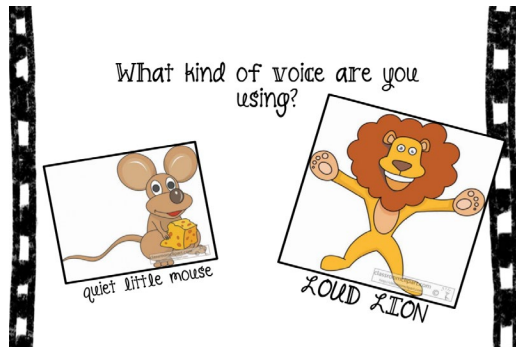
Adults can take videos of students using **loud** (outside) and quiet indoor) voices during a variety of activities. Students and adults can review the videos together and label the different types of voices, (loud and quiet).

[Quiet Voice. A social story.](#) By Amber Quinn. According to Ms. Quinn, this is "a social story to explain (and demonstrate through interaction) the difference

between using a quiet and **loud** voice, and when they are appropriate. This is a beginner video that should be introduced to children before working on quiet and loud skills independently. By first understanding the difference between quiet and loud, children will be better equipped to begin practicing these skills in real-life settings.

[Teaching your Preschooler about Inside and Outside Voices](#) Courtesy of Captain McFinn and Friends. This video illustrates when to use inside (quiet) and outside (loud) voices and the thought process.

[Use of Visuals: Poster- Mouse and Tiger Voice](#) Here is a poster that is free from "Speech-Love-Texas" about using a Mouse or a Tiger Voice.



[Powerful \(free\) Visual from TPT, Donna Baker, to help students monitor loudness levels.](#)



## SENSORY MOTOR

Playing Instruments: Adults can help the students form a band, where they all play instruments together, **loudly**.

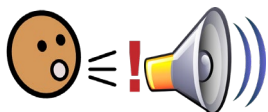
Adults can lead a discussion of **loud** sounds that are found OUTSIDE and INSIDE the house or school. Adults can use visuals during their discussion. Here are some examples:

When outside, listen for sounds that are loud. A passing fire truck will be loud. Thunder in a rainstorm is loud. The airplane flying low overhead can be loud. A barking dog can be loud. The twigs and leaves can make a **loud** sound, crunching sound as we walk over them. The ocean waves can also be very **loud** as they crash onto the rocky shores.

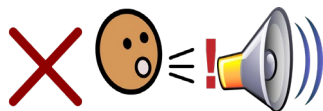
When inside, There are also **loud** noises inside the home. A blender is **loud** when mixing ingredients for a smoothie. The buzzer on the dryer is **loud** when the clothes are dry. The alarm clock is **loud** when it wakes us up in the morning! My friends and family can be **loud** when we cheer on our favorite team on the t.v. Our families can be really **loud** when they yell, "SURPRISE!" for my birthday party, or sing the Happy Birthday song.

## STRUCTURED ACTIVITIES

Adults can use Predictable Chart Writing, (with paper, a white board or virtually on Google Slides) to ask students when they can be loud.



I can be <b>loud</b> when _____
I can be <b>loud</b> when _____
I can be <b>loud</b> when _____
I can be <b>loud</b> when _____



I cannot be <b>loud</b> when _____
------------------------------------

I can not to be <b>loud</b> when_____
I cannot be <b>loud</b> when _____
I cannot be <b>loud</b> when _____

Adults can read the sentences using quiet and **loud** voices and students can have the opportunity to repeat the words and sentences using their voices in a ‘whispered’ or a loud volume or they can use their AAC systems with the volume turned up or down.

Adults can co-create a list of places where the students can be either loud or quiet.

Places I can be loud	Place I need to be quiet


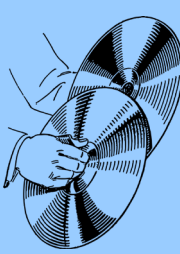

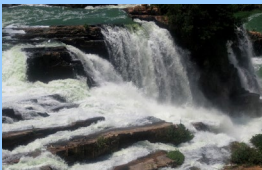
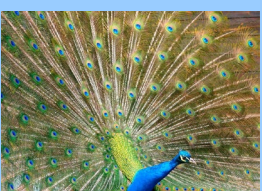

### **Read&Write for Google Chrome- Extension: Create a vocabulary chart:** (Loud)

Adults can review the multiple definitions/meanings of **loud** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **loud**:

## **Loud**



Word	Meaning	Symbol	Using "loud" in sentences
loud	<p>Making a lot of noise or producing sound of great volume: "The drum made a loud bang."; The thunder made a loud bang."; a loud group of children entered the store."</p> <p>tastelessly showy; "a flash car"; "a flashy ring"; "garish colors"; "a gaudy costume"; "loud sport shirts"; "a meretricious yet stylish book"; "tawdry ornaments"</p> <p>with relatively high volume; "the band played loudly"; "she spoke loudly and angrily"; "he spoke loud enough for those at the back of the room to hear him"; "cried aloud for help"</p>	  	 <p>The water flowing over the rocks was so <b>loud</b> it was hard to hear our guide talking.</p>  <p>The peacock showed off her wide fan of loud and brightly colored feathers.</p>  <p>Her shoes were so loud and flashy I was distracted from her new short haircut.</p>

How to create a vocabulary chart (like this) with Read&Write for Google Chrome, (free Extension for Educators (please refer to apps section for link):

1. Open Google doc in Drive
2. Title it for the Vocabulary Words you are focusing on.
3. Make a vertical list of vocabulary word(s) on a page
4. Use any one of the highlighter tools to highlight the word
5. Click on the tool that creates the vocabulary list, (three lines with dots)



6. Then wait for the Vocabulary List to be created
7. Then go under file and scroll down to page layout and pick landscape

(which gives you the ability to widen the last column for purposes of inserting images and using it in a sentence/in context!

8. You modify any definitions to meet your students' needs
9. Rename the last column to using \_\_\_\_ in a sentence, (the default is *Notes*)
10. Put your cursor in the last column and then go to your toolbar to insert an



image. \_\_\_\_\_ (the one on the right).

11. You can upload an image from a computer or google search.
12. If you do a Google Search you need to type the word in to see choices.
13. If you select an image from your computer, you can search your own picture(s) to insert it.
14. Double click on the image and insert it and resize it.
15. You can also center your picture or image.
16. Put your cursor at the end of your picture and hit enter to start a new line and type your sentence.
17. Voila, you've got your Vocabulary Chart.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

[Band drums play in the hallway \(warning: Extremely loud!\)](#) Courtesy of Kai Bannon. Students can comment on this video and ask to turn it down. Because it really is too loud.

The Loud House by Slice of Life, courtesy of Nick:

[https://www.youtube.com/watch?app=desktop&v=Z\\_aV\\_PJ5Z7s&ab\\_channel=TheLoudHouse%26TheCasagrandes](https://www.youtube.com/watch?app=desktop&v=Z_aV_PJ5Z7s&ab_channel=TheLoudHouse%26TheCasagrandes)

[Something About Super Mario World SPEEDRUN ANIMATED \(Loud Sound Warning\)](#) Courtesy of TerminalMontage (Students can comment on the loud sounds they hear during this SuperMario game and whether they like it or not).

Young Adults

[Quiet Riot - Come On Feel The Noize \(Official Video\)](#) Courtesy of QuietRiotVEVO. Students can have the opportunity to talk about how loud this song is.

Van Halen – 11 Ain't Talking' Bout Love (Live in Australia 1998) Courtesy of Legi Foghat (students can scream and sing along with Van Halen):

[https://www.youtube.com/watch?app=desktop&v=PnWCHt8-Pc0&ab\\_channel=legifoghat](https://www.youtube.com/watch?app=desktop&v=PnWCHt8-Pc0&ab_channel=legifoghat)

## ART OR SCIENCE ACTIVITIES

**Art:** Take two paper bags or plastic containers, (that could be recycled) and use any of the object combinations to compare the sounds they make: (1) beans and cotton balls or (2) Water and marbles and (3) Lots of marbles that fill up the whole container vs one or a few marbles. Adults can ask the students 'which one is quiet and which is loud'?

## USE OF APPS OR OTHER TECHNOLOGY

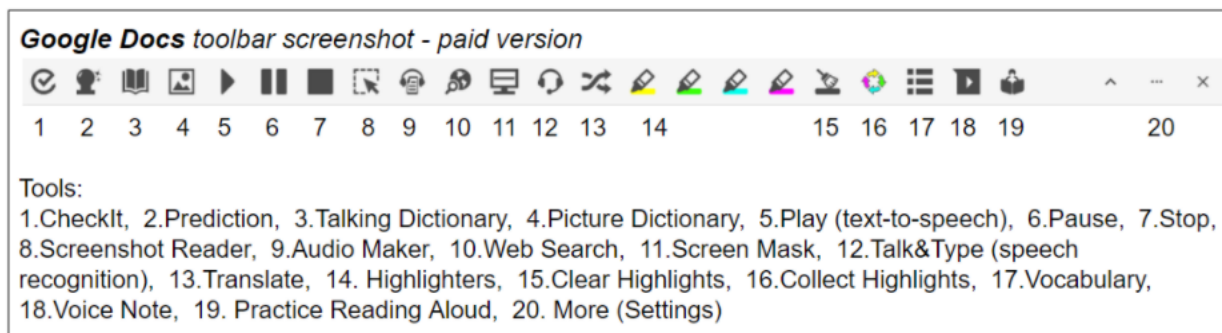
[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume. Students can experiment with using their voices and/or AAC systems to talk quietly and in a loud volume.

[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 find to be **loud** or quiet.

[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 when they used **loud** and quiet voices.

*Read and Write Extension:*

Here is a copy of the Tools in the Read & Write Toolbar. Along with each tool being numbered for identification is a list of what each tool does.



Please click this [link](#) to obtain a free educator license to use in your classroom/with your students.

**WORD WALL:** Create a WordWall and add '**loud**' 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: Mary Hamilton, (Educator, Assistive Technology) @ [mhamilton@wccusd.net](mailto:mhamilton@wccusd.net) and Michaela Sullivan, SLP @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com)

Thank you!

## CORE WORD: **Quiet**

(There will be similar resources with the word-opposite, (Loud), in this month's resources).

### STRATEGY OF THE MONTH

## EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

## WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I was **quiet** at school today.)

NEGATION/DENY: (e.g., I'm not a **quiet** person.)

COMMENT: (e.g., It is so **quiet**.)

GOSSIP: (e.g., She told a secret using a **quiet** voice.)

TELL SECRETS: (e.g., The teacher just told her to be quiet.)

ASK A QUESTION: (e.g., What does **quiet** mean?)

GET HELP: (e.g., Please be **quiet** so I can hear my PT.)

GAIN ATTENTION: (e.g., I am tired of being **quiet**!!)

DIRECT ACTION: (e.g., Please be **quiet**.)

ANSWER QUESTIONS: (e.g., Yes, I'll give you a treat if you're **quiet**.)

SHARE PHYSICAL NEEDS: (e.g., Because of my hearing aids, **quiet** sounds are amplified.)

MAKE CHOICES: (e.g., I want to work with the **quiet** group.)

EXPRESS OPINIONS: (e.g., I like the **quiet** puppy!)

REQUEST: (e.g., Can you be **quiet** for five minutes, please?)

COMPLIMENT: (e.g., I like it when you use a **quiet** voice.)

CLARIFY: (e.g., So, when I say it **quietly**, you can hear me?)

EXPRESS NEEDS: (e.g., I need to **quiet** my mind.)

## ROUTINES AND SCHEDULES

Adults can comment that the students are using **quiet** voices during daily routines and following the schedule. Their diligence can be reinforced and rewarded. This is a great opportunity to model such compliments and comments on the big core board, low-tech or talker. (E.g., You're listening and being so **quiet** in our circle).

Arrival: Adults can reinforce how using quiet voices when entering the room and saying, 'hello' can be very helpful to keep the classroom calm. Use of visuals can be very effective for both receptive, (understanding) and expression of the word, (especially if SymbolStix symbols are utilized on their communication system(s)). (Here is a visual from SymbolStix, (and there are many others, all of which can assist students in gaining and understanding of the vocabulary word and learning the associated symbols)

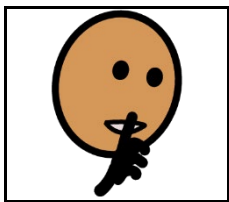



Table Work: Adults can discuss the importance of **quietly** setting up and having the materials needed.

Test Taking: Adults can prepare the students for the need for **quiet** in the room during test taking.

## PLAY

When it comes to play, there is a difference between outside and inside play activities and the parameters for students to learn and follow. Adults can discuss that during outside play they can use a louder voice and during indoor play students can use a quiet voice.

**Puppets- acting out quiet and loud:** Students can use puppets to act out how they can use quiet voices inside and can use a louder voice outside when on the playground.

**Kinetic Sand- Kinetic Sand** is regular sand that instead of being coated in water is coated with Silicone Oil so it will not dry out. Students can play with Kinetic sand and talk about the way it feels, and how it sounds and how it is so quiet. 

**Bubbles:** Bubbles are often a fan favorite activity or toy for students of all ages. We blow bubbles at parties and even weddings. Adults can talk about how **quiet** bubbles are and adults whether they can hear any sounds at all when the bubbles pop?

**Sand and Water Tables-** In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g., to share toys, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Adults can talk about how sand and water are both quiet but when adding other toys to the sand and water tables, such as: pails and shovels or boats and other floating items can make louder sounds. Adults can talk about quiet and loud and they play with students at the sand and water tables.

**Dolls-** While playing with dolls, students can talk to the dolls using quiet and louder voices.

**Checking in at Recess-** At recess, adults can check in with students and ask if they are using quiet or loud voices when they are playing.

**Vehicles:** While playing with vehicles, students can make loud and quiet noises.

**Young adults** can discuss how some games are loud and some are quiet. Further, they can talk about whether they like their video games to be loud or quiet. (some people are sensitive to loud sounds).

## READING

**Here are some suggested books on YouTube and other resources that could assist in teaching the core word:**

Quiet Loud by Leslie Particelli, courtesy of simicrane:

[https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab\\_channel=simicrane](https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab_channel=simicrane). Simicrane describes him as a bright, graphic style, spirited board book, pairing and illustrating the opposites of **quiet** and loud.

The Very Quiet Cricket (The Very Hungry Caterpillar & Other Stories) by Eric Carle, courtesy of illuminated films:

[https://www.youtube.com/watch?app=desktop&v=YdiGEjz5b0Q&ab\\_channel=IlluminatedFilms](https://www.youtube.com/watch?app=desktop&v=YdiGEjz5b0Q&ab_channel=IlluminatedFilms)

[QUIET WYATT! BOOK READ ALOUD FOR KIDS | BEDTIME STORY CHILDREN | READING by BILL MAYNARD](#) Courtesy of Ms. Sofie's Story Time Classroom

[Quiet and Loud | The Musical World of Mr. Zoink \(Sesame Studios\)](#)

[Quiet](#) By Tomie DePaola. Courtesy of amandpm storytime. In this super calm and quiet book for children read aloud, you find a sense of peace and tranquility.

Where to be Loud and Quiet by Amy Ruele, (Animated story with words), courtesy of Joshy's Storytime.:

[https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab\\_channel=Joshy%27sStorytime](https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab_channel=Joshy%27sStorytime)

[Goodnight Moon - Narrated by Susan Sarandon](#) Adults can talk about how the story is read with a quiet voice, because it's a bedtime story. Students can also ask to listen to the quiet old lady, whispering hush. Courtesy of Goodnight, Sweet Child.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can take videos of students using loud (outside) and **quiet** indoor) voices during a variety of activities. Students and adults can review the videos together and label the different types of voices, (loud and **quiet**).

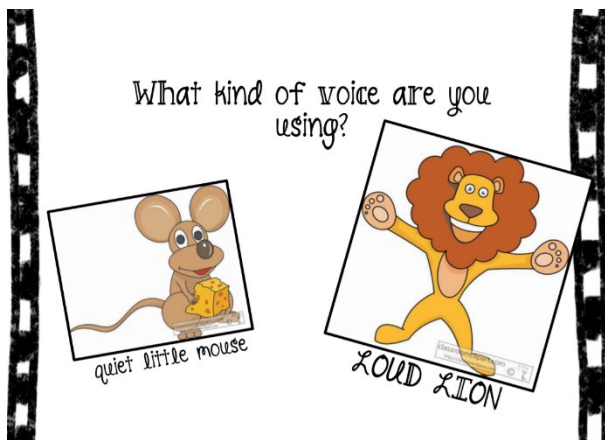
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[Powerful \(free\) Visual from TPT, Donna Baker, to help students monitor loudness levels.](#)



**SENSORY MOTOR**

Playing Instruments: Adults can help the students form a band, where they all play instruments together, **loudly**.

Adults can lead a discussion of quiet sounds that are found OUTSIDE and INSIDE the house or school. Adults can use visuals during their discussion. Here are some examples:

While outside, listen for **quiet** sounds such as a leaf falling from a tree (as it floats to the ground). A butterfly moving from flower to flower is **quiet**. Wind chimes can make a **quiet**, musical sound when moved gently.

Playing inside can also be **quiet**. Coloring with crayons is a **quiet** activity. Baking cookies is a **quiet** activity. It is good to use a **quiet**, whisper voice when someone else is trying to nap. Doing an art activity with scissors and glue can be a **quiet** activity. Doing stretching or Yoga type of activities is another **quiet** activity.

## VIDEOS, MUSIC, ANIMATED SHORTS

[Twinkle Twinkle Little Star](#), (can be played in a low volume and is a very calming song for young children). Students can be instructed that this is a time to be quiet and calm. Courtesy of Super Simple Songs

[Quiet, Loud | My First Word Song | Let's Play Hide and Seek | Kids Songs | KizCastle](#) Courtesy of Juny Tony

[Quiet Loud Quiet Song | Songs for Children | Learn English Kids](#); Courtesy of Dream English Kids.

[Quiet Please Song for Kids](#), Courtesy of Mini Bilinguals

[Sesame Street: Quiet or Loud](#) Courtesy of Sesame Street

[Please Be Quiet \(Sing-along\)](#) Courtesy of Oxford University Press ELT

[Shout \(you know you make me wanna shout\) - Just Dance kids 2014 - wii](#) This video will demonstrate mostly loud sounds, but there's a part when the sound gets softer, (and adults can comment when it's quiet), too. Courtesy of LeonTheBestest

[Sesame Street: Celebrity Lullabies With Ricky Gervais](#) (talk about the singer and when he sings with a quiet voice and a loud voice). Is this a lullaby? Courtesy of Sesame Street

[Sesame Street: Andrea Bocelli's Lullaby To Elmo](#) (Will this song help Elmo get to sleep? Is the singer being quiet or being loud or a little of both?).

### Young Adults

[Shout - Otis Day & The Knights \(Animal House 1978\)](#) Courtesy of roken.

[New Kids On The Block - The Whisper](#) Courtesy of New Kids on the Block

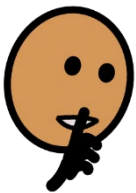
[Alicia Keys - Girl on Fire \(Official Video\)](#) Students can compare the parts of the song that are quiet and loud. Courtesy of Alicia Keys

[Queen - Bohemian Rhapsody \(1975 Video\)](#) Students can compare the parts of the song that are quiet and loud. Courtesy of Queen Forever

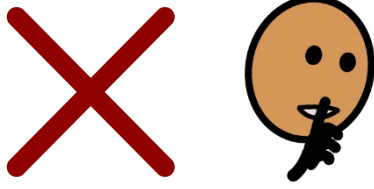
[Timbaland - Apologize ft. OneRepublic](#) Students can identify quieter and louder aspects of the song. Courtesy of Timbaland

## STRUCTURED ACTIVITIES

Adults can use Predictable Chart Writing, (with paper, a white board or virtually on Google Slides) to ask students when they need to be quiet and when they don't.



I need be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____



I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____

Adults can read the sentences using **quiet** and loud voices and students can have the opportunity to repeat the words and sentences using their voices in a 'whispered' / **quiet** or loud volume or they can use their AAC systems with the volume turned up or down.

Adults can co-create a list of places where the students can be either loud or quiet.






Places I can be loud	Place I need to be quiet

### **Read&Write for Google Chrome- Extension: Create a vocabulary chart: (Quiet)**

Adults can review the multiple definitions/meanings of **quiet** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **quiet**:

## Quiet

Word	Meaning	Symbol	Using Quiet in Sentences
<b>Quiet</b>	<p>Not having much noise; (She liked the quiet of the country) .</p> <p>Peaceful, not busy or noisy; (They lived in a quiet area of town) .</p> <p>If something is quiet it does not make much noise; (The teacher kept the class quiet) .</p> <p>If a person is described as quiet, they do not speak much; (She was a quiet child) .</p>	  	 <p>I was able to gather my thoughts as I sat in the <i>quiet</i> outdoors .</p>  <p>The weather was <i>quiet</i> after the big storm !</p>

How to create a vocabulary chart (like this) with Read&Write for Google Chrome, (free Extension for Educators (please refer to apps section for link):

1. Open Google doc in Drive
2. Title it for the Vocabulary Words you are focusing on.
3. Make a vertical list of vocabulary word(s) on a page
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16. Put your cursor at the end of your picture and hit enter to start a new line and type your sentence.
17. Voila, you've got your Vocabulary Chart.

## ART OR SCIENCE ACTIVITIES

**Art:** Take two paper bags or plastic containers, (to recycle) and use any of the item combinations to compare the sounds they make in the containers: (1) beans and cotton balls or (2) Water and marbles) and (3) Lots of marbles that fill up the whole container vs one or a few marbles. Adults can ask the students (which one is quiet and which is loud)?

### Mindfulness/Quieting the Mind

[Be the Pond | Cosmic Kids Zen Den - Mindfulness for kids](#) Courtesy of Cosmic Kids Yoga (This mindfulness video talks about just watching your feelings like fish swimming in a pond). Students can be the pond by just watching and being quiet).

[Meditation Instructions for Kids](#) Courtesy of Lotus Child

[Sesame Street: Common and Colbie Caillat - "Belly Breathe" with Elmo](#) (talk about when Elmo is loud and when he is quiet) and how belly breathing can calm him down. Courtesy of Sesame Street

[Sesame Street: Learn to Belly Breathe with Rosita](#) Courtesy of Sesame Street. (We can quiet our thoughts).

[1 HOUR Amazing Relaxing Sounds: Water Bubble Sounds Meditate Sleep Relax](#) Courtesy of AmazingEarth

[Peace and Quiet By Mr. Rogers](#) Courtesy of Mr. Rogers

## USE OF APPS OR OTHER TECHNOLOGY

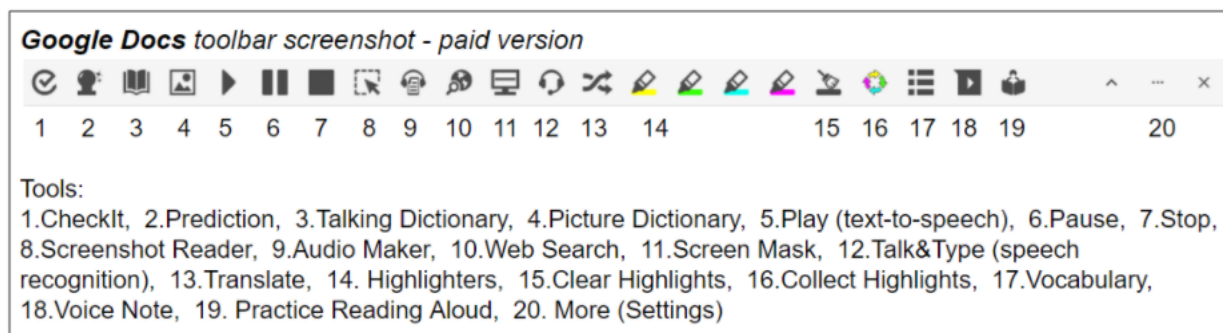
[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume. Students can experiment with using their voices and/or AAC systems to talk quietly and in a loud volume.

[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 find to be **loud** or quiet.

[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 when they used **loud** and quiet voices.

### Read and Write Extension:

Here is a copy of the Tools in the Read & Write Toolbar. Along with each tool being numbered for identification is a list of what each tool does.



Please click this [link](#) to obtain a free educator license to use in your classroom/with your students.

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

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

**WRITING and the Word Wall:** Using a pencil or alternative pencil, have students try to 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 Mary Hamilton, Educator, Assistive Technology  
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Thank you!



## CORE WORD: Silly

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

#### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

#### WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., It was so **silly** today when \_\_\_\_)

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

GOSSIP: (e.g., Do you want to hear something **silly**?)

ANSWER A QUESTION: (e.g., I think it's **silly**)

ASK A QUESTION: (e.g., Do you think he's being too **silly**?)

#### ROUTINES AND SCHEDULES

**Morning Meetings:** Ask someone to do something **silly**, like making a funny face or telling a joke.

**Circle:** Choose a **silly** story, song, or dance.

**Throughout the day:** Model the word **silly**. Use 'silly' as a comment or a descriptor in natural contexts.

## PLAY

**Role Play:** Use stuffed animals, puppets, or figurines, to act out some **silly** dialogues or actions. Encourage students to do or say things that make people laugh but are safe and kind.

**Board games:** Students make a **silly** face before taking a turn. (Adults can model/use the word on the system to comment.

## READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

Don't Be Silly, Mrs. Millies!: By Judy Cox, illustrated by Joe Mathieu | Storytime Train

[https://www.youtube.com/watch?v=9zcGcYRm9Y8&ab\\_channel=StorytimeTrain](https://www.youtube.com/watch?v=9zcGcYRm9Y8&ab_channel=StorytimeTrain)

Mr. Silly: By Roger Hargreaves | Books Read Aloud for Kids

[https://www.youtube.com/watch?v=EgXhW5YAJM8&ab\\_channel=BooksReadAloudForKids](https://www.youtube.com/watch?v=EgXhW5YAJM8&ab_channel=BooksReadAloudForKids)

Today I Feel Silly: By Jamie Lee Curtis, illustrated by Laura Cornell | Sunshine Read Aloud

[https://www.youtube.com/watch?v=VncLU6CQaEk&ab\\_channel=SunshineReadAloud](https://www.youtube.com/watch?v=VncLU6CQaEk&ab_channel=SunshineReadAloud)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can read jokes and/or make silly faces for students, and then make comments about them, and talk about how it's fun being **silly** sometimes.

Best Funny Jokes for Kids: By Funny Jokes

[https://www.youtube.com/watch?v=ygd19JQi9XQ&ab\\_channel=FunnyJokes](https://www.youtube.com/watch?v=ygd19JQi9XQ&ab_channel=FunnyJokes)

What does it mean 'to make a silly face'?: By English With Kris Amerikos

[https://www.youtube.com/watch?v=J4b5DpaQMuA&ab\\_channel=EnglishWithKrisAmerikos](https://www.youtube.com/watch?v=J4b5DpaQMuA&ab_channel=EnglishWithKrisAmerikos)

## SENSORY MOTOR

Students are asked to find 5 things in the classroom/at home that are **silly**. The adult(s) can take a picture of the items and the students can write about them later.

Adults can lead students to dance **silly**/make silly faces In a circle. Take a vote on whose dance is the most silly.

## VIDEOS, MUSIC, ANIMATED SHORTS

Make a Silly Face: by Bounce Patrol - Kids Songs

[https://www.youtube.com/watch?v=FfX03P6\\_Olc&ab\\_channel=BouncePatrol-KidsSongs](https://www.youtube.com/watch?v=FfX03P6_Olc&ab_channel=BouncePatrol-KidsSongs)

For the Birds: By Pixar

[https://www.youtube.com/watch?v=nYTrlcN4rjg&ab\\_channel=ClipsHay](https://www.youtube.com/watch?v=nYTrlcN4rjg&ab_channel=ClipsHay)

Funny Animal Videos: by Mad Funny

[https://www.youtube.com/watch?v=zNaol4dSonY&ab\\_channel=MadFunny](https://www.youtube.com/watch?v=zNaol4dSonY&ab_channel=MadFunny)

## STRUCTURED ACTIVITIES

Predictable Chart Writing about the word, **silly**.

I am silly when I \_\_\_\_\_.

It's silly when we \_\_\_\_\_

## ART OR SCIENCE ACTIVITIES

Students are asked to draw a **silly** face with markers, paint or a crayon or find a **silly** face in a magazine that they can cut out and glue on paper.

## USE OF APPS OR OTHER TECHNOLOGY

Muppet Moments | Silly Faces: By Disney Junior

[https://www.youtube.com/watch?v=kVtWhi5WZRY&ab\\_channel=DisneyJunior](https://www.youtube.com/watch?v=kVtWhi5WZRY&ab_channel=DisneyJunior)

Students can be asked to pick the funniest face and talk about whether it's silly.

**WORD WALL:** Create a WordWall and add 'silly' 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](mailto:michaelasullivan2@gmail.com) and Zhaoyu (Nico) Lu @ [lyynico@gmail.com](mailto:lyynico@gmail.com).

Thank you!

# March

they	live	place	ride
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
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+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
change	hear	front	back
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
loud	quiet	silly	
+ - ?	+ - ?	+ - ?	
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:

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