

CORE WORD: **Few**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., do you need a **few** minutes?)

SHARE INFORMATION: (e.g., I want a **few**)

NEGATE: (e.g., that is not a **few**)

ASK FOR HELP: (e.g., can you help me for a **few** minutes)

ROUTINES AND SCHEDULES

Circle: Adults and students can use the core word, **few** during circle time to indicate that they need a **few** more minutes until they are ready to participate.

Snack time: Adults and students can use **few** during snack time to share with friends or to let others know how much more food they would like (e.g., "here's a **few** crackers", "I want a **few** more").

Recess: Students can do a **few** jumping jacks or run a **few** laps around the playground or direct others to do the same (e.g., “do a **few** jumping jacks”).

PLAY

During play, adults can give students a **few** choices of games and activities to play with (e.g., here are a **few** choices). If students want other choices they can ask “can I have a **few** more options?”.

READING

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

Little Pea by Amy Krouse Rosenthal and Jen Corace, courtesy of Story Time at Awnie’s House:

https://www.youtube.com/watch?v=F4YTcr7k_jc&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a little pea who is growing up with his mama and papa pea. They like to have a lot of fun but there is one thing little pea really does not like. Candy. He has to eat a **few** pieces of candy every night for dinner and he hates it.

Tiny T-Rex and the Impossible Hug by Jonathon Stutzman, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=iDQiEjug-G8&ab_channel=ToadstoolsandFairyDust

This book is about a tiny T-Rex and his friend Pointy. Pointy is very sad one day and tiny T-Rex wants to help cheer up his friend. Tiny T-Rex goes about his community looking for a **few** things that he can do to help make his friend happier.

A Bad Case of the Stripes by David Shannon, courtesy of StoryTime at Awnie’s House:

https://www.youtube.com/watch?v=QqnChSV2mdM&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a girl who is trying on a **few** outfits for her first day of school and breaks out with a bad case of the stripes. Her stripes change a **few** times. Her doctors try to find a **few** solutions for her but they just can't figure it out. What is one to do with a bad case of the stripes?

The Little Red Hen makes a Pizza by Philemon Sturges and Amy Walrod, courtesy of Dramatic StoryTime Theater:

https://www.youtube.com/watch?v=7so7q3UH1e8&t=150s&ab_channel=DramaticStoryTimeTheater

This book is about little red hen. She is making a pizza and realizes she forgot a **few** ingredients. She asks her different friends to go to the store to get the ingredients but no one will help her. What will little red hen do?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use '**few**' to let their friends know they need to take a break for a **few** minutes before participating in a given activity (e.g., "can you give me a **few** minutes?").

Students can also use **few** when they are sharing with their friends (e.g., "here's a **few**").

SENSORY MOTOR

Students can hold a **few** objects in their hands, such as 2 or 3 marbles, in order to pair a sensory motor component to the meaning of this word. Adults and students can hold up one or two fingers to represent a **few**.

VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Ducks by Super Simple Songs, courtesy of Super Simple Songs:

https://www.youtube.com/watch?v=pZw9veQ76fo&ab_channel=SuperSimpleSongs-KidsSongs

Spread a little Sunshine by Jack Hartmann, courtesy of Jack Hartmann:
https://www.youtube.com/watch?v=E0lvFmXwxec&ab_channel=JackHartmannKidsMusicChannel

10 Little Dinosaurs by Super Simple Songs, courtesy of Super Simple Songs:
https://www.youtube.com/watch?v=TjmGTbNLj6Q&ab_channel=SuperSimpleSongs-KidsSongs

Vegetable Song by The Singing Walrus, courtesy of the Singing Walrus:
https://www.youtube.com/watch?v=RE5tvaveVak&ab_channel=TheSingingWalrus-EnglishSongsForKids

My Favorite Things from the Sound of Music, courtesy of Rodgers and Hammerstein:
https://www.youtube.com/watch?v=0lagRZBvLtw&ab_channel=Rodgers%26Hammerstein

YOUNG ADULTS:

After a few by Travis Denning, courtesy of Travis Denning:
https://www.youtube.com/watch?v=ReJsy1nnCS4&ab_channel=TravisDenningVEVO

A Few Ole Country Boys by George Jones featuring Randy Travis, courtesy of George Jones: https://www.youtube.com/watch?v=BHd7ZiL2-XE&ab_channel=GeorgeJones

A Few Questions by Clay Walker, courtesy of Clay Walker:
https://www.youtube.com/watch?v=HBPu8jiWfIY&ab_channel=ClayWalker

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **few** means (e.g., **few** means not too much, just a little). Adults can use this video that explains the meaning of **few** to help them out, courtesy of SDictionary:
https://www.youtube.com/watch?v=Koh6M4t-Sjg&ab_channel=SDictionary

ART OR SCIENCE ACTIVITIES

Students can use construction paper, dot paint, markers, or stickers and put a **few** marks on the page. Adults can help students write '**few**' on the page.

Adults and students can either watch this video or try the experiment themselves. Using Coca-Cola and mentos, students can put a **few** mentos into the bottle of Coca-Cola and see what happens.

Here's a video of someone putting a few mentos into a small bottle of Coca-Cola, courtesy of Top10Hustle.

<https://www.youtube.com/watch?v=UBq3f5nRr5U>

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can make books about a **few** of their favorite things, using inspiration from the song My Favorite Things from the Sound of Music. After they create these books, they can then share them with the class so everyone can learn about their friends' favorite things.

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

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

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

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

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

Thank you!

CORE WORD: **Many**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

REQUEST: (e.g., want **many**, want **many** blocks)

DESCRIBE: (e.g., **many** people, **many** animals)

SHARE INFORMATION: (e.g., I have **many** toys.)

ASK QUESTION: (e.g., How **many?**, How **many** pieces?, How **many** sisters do you have?)

ROUTINES AND SCHEDULES

Circle: Adults can ask how **many** students came to school today. Students can share whether they want to listen/dance to a few or **many** songs. During story time, adults can facilitate a discussion about how **many** target items students can find on the pages of the story (e.g., How **many** ____ do you see?). Students can take turns asking each other "How **many** ____ do you see?"

Snack: Adults can facilitate a discussion about few versus **many**. If appropriate, a student helper can ask each peer, "How **many** do you want?" while passing

out the snacks. Students can request a few or **many** snack items. Adults/students can comment whenever a peer takes a few or **many** snack items.

PLAY

Toys and Games:

Students can request a few or **many** toy items (e.g., vehicles, blocks, Magna-Tiles, mini bean bags for tossing, bowling pins for setting up, etc.)

[Dog Bone Counting Game](#) - Students take turns rolling the die and placing the corresponding number of dog bones in their dog bowl. Adults can pause a few times throughout the game and have students ask (e.g., "How **many** do you have?") and share with each other how **many** dog bones they've collected thus far. (Courtesy of Vanessa Levin)

[Scavenger Hunt](#) - Adults can facilitate a discussion about how **many** things students can look for in a spring scavenger hunt. Students can take turns asking each other how **many** items they want to find. (Courtesy of teachingmama.org)

Recess: Students can share whether they want to engage in an activity a few or **many** times (e.g., climb up the play structure, go down the slide, throw the ball, etc.)

READING

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

[The Very Hungry Caterpillar](#)

[Feast for 10](#)

[How Do Dinosaurs Count to 10](#)

[Hippos Go Berserk](#)

[One Very Big Bear](#)

[How Many Legs?](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Below you'll find some activities to target the core word. Throughout the activities below, students can practice using social language to ask each other "How **many**___?" questions.

SENSORY MOTOR/GROSS MOTOR

Adults can facilitate a discussion about few versus **many**. Adults can model the core word (e.g., "**many** ____", "Few or **many**?") while commenting/asking questions during play with [sensory](#) bins. - Courtesy of [handsonaswegrow.com](#)

Adults can model the core word (e.g., "How **many** turns?") for students to ask peers during play with a [tunnel](#). - Courtesy of [The OT Toolbox.com](#)

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can pause the videos to comment while modeling the core word.

[How many?](#)

[How many fingers?](#)

[How many...How many apples?](#)

[How many monkeys?](#)

STRUCTURED ACTIVITIES

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

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

As an extension activity, the adult can help students select and compile some photo images that go along with their ideas into a classroom story.

ART OR SCIENCE ACTIVITIES

During structured art or science activities, adults can model the core word when discussing the **many** materials needed for the activity. Student helper(s) can ask peers how **many** or much of each material (e.g., pieces of paper, colors, science experiment materials, etc.) they want or need.

USE OF APPS OR OTHER TECHNOLOGY

[My Play Home](#) is an engaging app which features a family of five and a choice of different rooms throughout their house. Students can ask or request how **many** turns they want with the app. Students can ask each other how **many** family members they want to go to a specific room. Students can ask each other how many objects (e.g., “How **many** eggs?”) they want a family member to interact with (e.g., eat, drink, cook,) in the scene. Students can comment about the **many** things they see in each room.

[My Town: Play & Discover](#): This app can be used to play with a town of people. Students can ask/share how **many** places they want to go in the town. Students can ask/share about the few or **many** things they need to do in the town.

WORD WALL: Create a WordWall and add ‘**many**’ 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 Alice Mui @ amui2005@hotmail.com.

Thank you!

CORE WORD: **Below**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., is it **below** the table?)

SHARE INFORMATION: (e.g., it is **below**)

DIRECT ACTION: (e.g., put it **below**)

ASK FOR HELP: (e.g., help me put it **below**)

ROUTINES AND SCHEDULES

Circle: If students are sitting on a carpet with a design or pattern on it, students can tell the rest of the class what is **below** them (e.g., there's a letter D **below** me).

Recess: When climbing on the play structure, adults and students can talk with their friends who are **below** them.

PLAY

Students and adults can use a parachute and make it go above their heads, or students can all get below the parachute (e.g., 'let's go **below** the parachute').

READING

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

The Bravest Fish by Matt Buckingham, courtesy of WizKid Campus:

<https://www.youtube.com/watch?v=x9qCa0wntIY>

This book is about a brave fish who lives **below** the ocean waves. He gets lost and can't find his school of fish. What will happen when he goes on an adventure to find his school of fish?

Up, Down and Around by Katherine Ayers, courtesy of Lights Down Reading:

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

This book is about how we plant different crops. Some crops grow above the surface and some crops grow **below** the surface. Find out how each crop grows!

The Very Impatient Caterpillar by Ross Burach, courtesy of StoryTime Anytime:

<https://www.youtube.com/watch?v=Yjk43-HMCjQ>

This book is about a very impatient caterpillar that doesn't know he can turn into a butterfly. After it's explained to him that one day he will be a butterfly with wings, he decides he wants to do it now. He finds Cocoons that are **below** branches and talks to them about how he can be a butterfly. When will it be his turn?

Commotion in the Ocean by Giles Andreae, courtesy of Mr. Baker's Bookshelf:

<https://www.youtube.com/watch?v=9pRhgz8Jffs>

This book is about a commotion **below** the ocean waves. What could be happening **below** the waves to cause such a commotion?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can work together to plan out what they want to plant in a garden. They can focus on taking turns on deciding what will go **below** the surface of the ground.

SENSORY MOTOR

Students and adults can practice stomping on the ground **below** their feet in order to pair a sensory motor component to the meaning of this word.

VIDEOS, MUSIC, ANIMATED SHORTS

Lava, courtesy of DisneyMusic:

<https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Under the Sea from the Little Mermaid, courtesy of Disney Music:

https://www.youtube.com/watch?v=GC_mV1lpjWA

Down Deep in the Blue Sea, courtesy of Super Simple Songs:

<https://www.youtube.com/watch?v=7pMEQsk3c5Y>

Fathoms Below from the Little Mermaid Live, courtesy of ABC:

https://www.youtube.com/watch?v=zxKjy_083_c

YOUNG ADULTS:

Below by Slaid Cleaves Official: <https://www.youtube.com/watch?v=Jku-uwjl70k>

Trouble down here below by Lou Rawls:

<https://www.youtube.com/watch?v=B8MligdhHzI>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**below**' means (e.g., "**below** means at a lower level or underneath something else). Adults can use this preposition songs to help reinforce this idea, courtesy of Scratch Garden:

https://www.youtube.com/watch?v=xyMrLQ4ZI-4&ab_channel=ScratchGarden

ART OR SCIENCE ACTIVITIES

Students can create a **below** the sea masterpiece using construction paper, watercolor, stickers, colored pencils, markers, crayons, or any other available craft supplies.

USE OF APPS OR OTHER TECHNOLOGY

Below the Sea Diver: In this app, the user explores **below** the sea as a scuba diver. It is currently only available for an iOS device.

<https://apps.apple.com/au/app/below-the-sea-diver/id1247754792>

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

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

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

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

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

CORE WORD: **Above**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., is it **above** the shelf?)

SHARE INFORMATION: (e.g., it is **above**)

DIRECT ACTION: (e.g., put it **above**)

ASK FOR HELP: (e.g., help me put it **above**)

ROUTINES AND SCHEDULES

Circle: Students and adults can put their hands **above** their head during circle time to indicate they are listening to the speaker during circle time. Students can direct others to put their hands **above** their head.

Recess: Students can put their hands **above** their head as they go down the slide or direct others to do the same.

PLAY

Students and adults can use a parachute and make it go above their heads, or students can direct adults to do this for them (e.g., 'put it **above** me').

READING

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

The Penguin who wanted to fly by Catherine Vase, courtesy of Once Upon a Story: <https://www.youtube.com/watch?v=stpRJcf7QTI>

This story is about a little penguin who wanted to fly. Penguins are birds that can't fly but this little one really wanted to fly up **above** in the sky. He had a dream about what it was like to be flying up in the sky and wanted to make it a reality.

Mae Among the Stars by Roda Ahmed, courtesy of Sankofa Read Aloud: https://www.youtube.com/watch?v=b_mfdqyBqT8

This book is about Mae who wants to see Earth from the sky, up **above** the clouds. She wants to go to outer space and see what Earth looks like from **above**!

Balloons over Broadway by Melissa Sweet, courtesy of Storytime with Little Book Nook: <https://www.youtube.com/watch?v=-lX8A8zvz3g>

This story is about a boy named Tony. Tony liked to create things like puppets and inventions to feed his chickens. Tony eventually moves to London and becomes a puppeteer but then decides to move to New York City to help operate the balloons for Thanksgiving. These giant balloons float **above** the city and Tony needs help with how to control the balloons!

Thelma the Unicorn by Aaron Blabey, courtesy of Collingwood State Park School: <https://www.youtube.com/watch?v=6FBbyX0QH0Y>

This book is about Thelma. She is a short pony who just wants to be special. One day, she decides to tie a carrot to her head and pretend she is a unicorn. Imagine her surprise when a truck rains glitter and paint on her from **above** and makes her really look like a unicorn! Thelma is instantly famous and has to deal with the growing pains of fame. Will she choose to remain a unicorn or go back to being a pony?

The Rain Came Down by David Shannon, courtesy of StoryTime at Awnie's House: <https://www.youtube.com/watch?v=MV8snbVhXKU>

This book is about a day when the rain came down from up **above**. What happens when the rain falls?

SNOW by Cynthia Rylant and Lauren Stringer, courtesy of StoryTime at Awnie's House: <https://www.youtube.com/watch?v=5RDxkDD43qg>

This book is about all different kinds of snow. Snow falls from up **above** in the sky in many different ways!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can explain to students what it means to go **above** and beyond for their friend. Meaning, you can do more than what is expected of you to help out a friend if you can. Adults can use this animated short "Above and Beyond" by FableVision: <https://www.youtube.com/watch?v=7KMM387HNQk>

SENSORY MOTOR

Students and adults can practice putting their arms **above** their head or hold objects such as music instrument shakers **above** their head in order to pair a sensory motor component to the meaning of this word.

VIDEOS, MUSIC, ANIMATED SHORTS

Lava, courtesy of Disney Music:

<https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Up, up, up, courtesy of Barefoot Books:

https://www.youtube.com/watch?v=Lrd0TiER_J0

Preposition songs by Patty Shukla, courtesy of Patty Shukla:

<https://www.youtube.com/watch?v=N-4nYwsW-r0>

The Bear went over the mountain by Super Simple Songs, courtesy of Super Simple Songs: <https://www.youtube.com/watch?v=KCLjdL8g-8s>

Part of Your World from the Little Mermaid by Jodi Benson, courtesy of Disney Music: <https://www.youtube.com/watch?v=SXKIJuO07eM>

YOUNG ADULTS:

Turn Around by Conor Maynard featuring Ne-Yo, courtesy of Conor Maynard:
<https://www.youtube.com/watch?v=OwP6U0LRzQM>

Heat above by Greta Van Fleet, courtesy of Greta Van Fleet:
<https://www.youtube.com/watch?v=vrWFu5k1Jpg>

Only you by Selena Gomez, courtesy of Selena Gomez:
<https://www.youtube.com/watch?v=T2urfFpDX1c>

Sine from above by Lady Gaga and Elton John, courtesy of Lady Gaga:
<https://www.youtube.com/watch?v=O9GUJ7Wqy3A>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**above**' means (e.g., "**above** means over or higher than something else"). Students and teachers can then go around the classroom and find items that are located **above** them (e.g., the clock, shelves, hanging decorations, etc.) in order to add context to this word.

ART OR SCIENCE ACTIVITIES

Using construction paper, watercolor, crayons, markers or colored pencils students and adults can create a sky and if they choose, they can decorate the sky with things that might be there (e.g., stars, birds, balloons, airplanes).

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Students can create books about what's **above** them. This can be in the sky, in their room, a tree, anything they can think of! After they create the book, they can share with each other what they see **above** them and see if anyone else has the same thing.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: **Through**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

GAIN INFORMATION: Learning about others/environment (e.g., Did she go **through** the door?)

SHARE INFORMATION: Describe others/the environment (e.g., Walk **through** the garden to get to the house. We have school Monday **through** Friday.)

EXPLAIN: (e.g., Put the liquid **through** the strainer.)

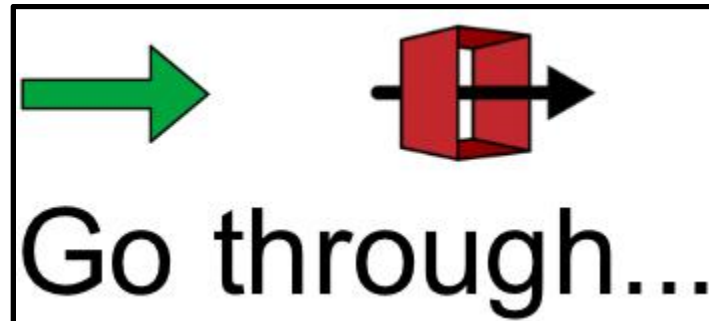
COMMENT: (e.g., Wow, your pants are soaked **through**! He broke **through** the defense to score a goal.)

GIVE A COMMAND: (e.g., Look **through** the window to see if they're here.)

ROUTINES AND SCHEDULES

During transition times when going from one room to the next, adults and students can comment on how they are going **through** the doorway or through

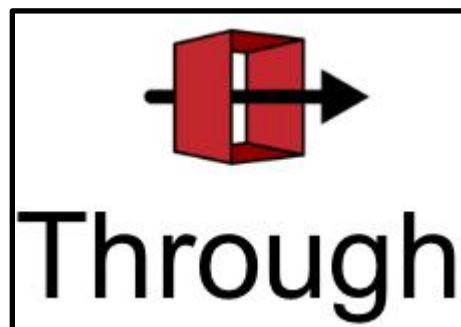
the entrance. When transitioning to an area that is further away (i.e., library or cafeteria), adults can discuss all of the areas they will go through to get to their destination. Model use of the word through yourself with students (i.e., “We will go through the hallway to get to the bathroom.”). Adults can create a sentence strip for students to target use of through (see below). If the student needs more prompting or review, the adult can utilize a visual icon with the word ‘through’ on it and model use of the low-tech sentence strip.



*Courtesy of TouchChat with WordPower application.

PLAY

Using any size box/container, have one side be opened so you can use. Take some plastic wrap and cut a piece large enough to cover the opening. Once it is secure, cut out a circle in the center to place items **through**. Next, go on a scavenger hunt with the students to find objects around the room to place through the opening. Target production of the word, ‘through’ for each turn, modeling first for the students (i.e., “Put the ___ through the hole.” “Put the ___ through.” “Put through.”). Each time the word is used, identify it on the student’s low-tech board, device, or hold up an icon of the core word.



*Courtesy of TouchChat with WordPower application.

READING

For this week's core word, you can talk about the stories below and discuss the word **through** when it's found in the story.

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

Book Read Aloud: YELLOW BALL by Molly Bang
<https://www.youtube.com/watch?v=UJMT7ekUiXw> read by/courtesy of DomesticKrys (Students and adults can talk about the ball going **through** the storm and locate the word on their communication board/device each time they see the word in the story).

Book Read Aloud: PIGGIES IN THE PUMPKIN PATCH by Mary Peterson and Jennifer Rofé <https://www.youtube.com/watch?v=z6eMiHmHPBQ> read by/courtesy of Stories For Kids. (Talk through this children's story about how the pigs go "through" the geese.)

Book Read Aloud: WE'RE GOING ON A BEAR HUNT by Michael Rosen and Helen Oxenbury <https://www.youtube.com/watch?v=kL36gMrHJaI&t=42s> read by/courtesy of Sam M. (Discuss the different things that the family go through while on their bear hunt!)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch these videos to see animals going **through** different things! Expansion after watching videos is practice making sentences using the word through when commenting on the videos.

VIDEO - Hamster takes on the Military Obstacle Course!
https://www.youtube.com/watch?v=-KhGPIX_uLc courtesy of/by The Secret Life of my Hamster. (Talk about the hamster going through the obstacle course!)

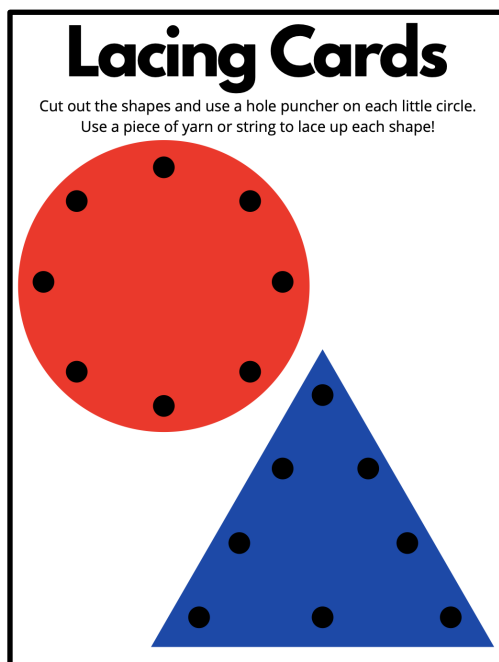
VIDEO - Corgi Snow Tunnel <https://www.youtube.com/watch?v=REM3sD7FatY> courtesy of/by J Drew. (Students and adults can watch and comment how the dog walks through the tunnel.)

VIDEO - Tunnels in the Snow! <https://www.youtube.com/watch?v=rdG3bqGiQo8> courtesy of/by SciShow Kids. (Students and adults can watch and learn about

animals that make and use tunnels.)

SENSORY MOTOR

Adults can use the patterns below via Teachers Pay Teachers to have students practice lacing and putting the thread **through** the holes! As students lace the different shapes, the adult can model the word through commenting to the students how they are putting the lace through each hole. Great fine motor activity that students can do while learning the core word through!



*Courtesy of Scissors and Glue Co.

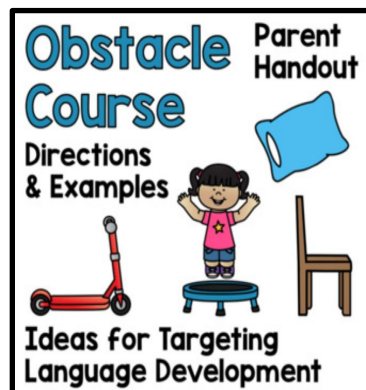
Activity: Lacing Cards – courtesy of/by Scissors and Glue Co.

<https://www.teacherspayteachers.com/Product/Lacing-Cards-5330664?st=ee2df5d64dbd77c45fc6c8f4cb8316f6>

STRUCTURED ACTIVITIES

Adults can create an obstacle course inside or outside for students to go **through**. Feel free to use materials around the environment and involve students in helping to put it together. Follow along with the Teachers Pay Teachers activity, Obstacle Course Parent Handout, which you can find below to create

your own course. Feel free to expand and label areas of the obstacle course with the verbs/icons (found below).

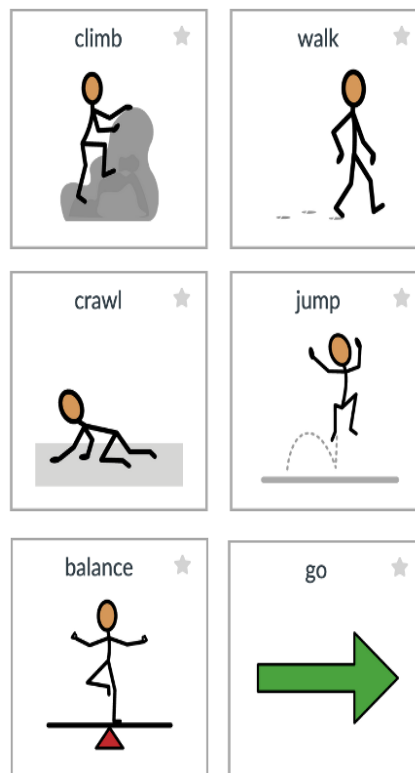


*Courtesy of Speeching Of That.

Activity: Obstacle Course Parent Handout – courtesy of/by Speeching Of That.

<https://www.teacherspayteachers.com/Product/Obstacle-Course-Parent-Handout-5394005?st=74de01f612cc6bce74a318be4aec945a>

Obstacle course icons to pair with Teachers Pay Teachers activity:



*Courtesy of SymbolStix PRIME.

VIDEOS, MUSIC, ANIMATED SHORTS

Piggies in the Pumpkin Patch

<https://www.youtube.com/watch?v=0z5Pq3WoIFE> courtesy of/by

Mary Peterson. Short video based on the book, "Piggies in the Pumpkin Patch" that has the word '**through**' in it.

Kid's storytime: We're Going on a Bear Hunt

https://www.youtube.com/watch?v=-d1_Z068z74 courtesy of/by Sunshine.

Animated story video of the book, "We're Going on a Bear Hunt" that has the word 'through' in it.

Over the River and Through the Woods To Grandmother's House We Go

<https://www.youtube.com/watch?v=Zl5r76hVYF0> courtesy of/by

JCRise Demo.

ART OR SCIENCE ACTIVITIES

Create beautiful stained-glass creations that you can look **through**! Use different color tissue paper to create a beautiful stained glass sun catcher that light can travel through. Have fun making this with students and you can hang them up on the windows after so they catch the light! You can model and use a sentence frame to support students' use of through (i.e., "I can't wait to see the sun go through the butterfly.")



*Courtesy of Mama Miss.

Activity: Crafts: Tissue Paper-Stained Glass - Butterfly – courtesy of/by Mama Miss.
<https://www.mamamiss.com/blog/2012/07/16/tissue-paper-stained-glass-butterfly/>

USE OF APPS OR OTHER TECHNOLOGY

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

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

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

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.

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, ‘**through**.’

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

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

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

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

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

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

CORE WORD: **Really**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

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

COMPLEMENT: (e.g., you are **really** awesome)

DESCRIBE: (e.g., it's **really** sparkly)

ASK FOR HELP: (e.g., can you help **really** quick?)

ASK A QUESTION: (e.g., oh, **really**?)

ROUTINES AND SCHEDULES

Arrival: Upon arrival, students and adults can express that they are **really** excited to see each other.

Circle: During circle time, students and adults can share objects that are **really** special to them during show and tell.

Snack time: Students and adults can express that they are **really** hungry.

Bathroom: Students can express that they **really** need to use the bathroom.

PLAY

Using dress up clothes and costumes, adults and students can play dress up and dress up in **really** cool outfits. Students and adults can indicate that they are enjoying themselves by saying “this is **really** fun!”

During imaginative play, students can direct each other to portray different persona’s using the word **really**. For example, a student can tell another student to pretend to be **really** excited, or **really** sad.

READING

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

If you give a mouse a cookie by Laura Joffe Numeroff, courtesy of Andrew Ghio:
https://www.youtube.com/watch?v=Gyk55GYnGl0&t=3s&ab_channel=AndrewGhio

In this book, a boy continues to give a mouse what he wants, starting with a cookie. If you continue to give a mouse what he wants, what else will he **really** want next?

The Bad Seed by Jory John, courtesy of Storytime Anytime:
https://www.youtube.com/watch?v=Yu772gNfA68&ab_channel=StorytimeAnytime

This book is about a seed that knows it is a bad seed. In fact, it says it is a **really** bad seed. What does this seed do to make it a **really** bad seed?

The Good Egg by Jory John, courtesy of Storytime Anytime:
https://www.youtube.com/watch?v=UWx8R4l3orE&ab_channel=StorytimeAnytime

This book can go hand in hand with the above book (the bad seed). This book is about a **really** good egg. Read the book to find out what this egg does that makes it so good!

Are they really scary? By Julia Inzerro and Tanja Varcelija, courtesy of StoryTime at Awnie's House:

https://www.youtube.com/watch?v=5zwpvNRsd34&ab_channel=StoryTimeatAwnie%27sHouse

This book is about spiders! A girl is **really** scared of spiders and one spider stops her and wants to know why spiders are so scary.

When Sophie gets angry, really, really angry by Molly Bang, courtesy of AHEV Library:

https://www.youtube.com/watch?v=j3BCYNnOGxc&ab_channel=AHEVLibrary

In this book, Sophie gets **really** angry and does not want to share any of her toys with her sister. Sophie's mom insists that Sophie must share with her sister. When Sophie does share, she trips over a toy and gets **really, really** angry. What will happen next?

When Sophie's feelings are really, really hurt by Molly Bang, courtesy of NomNomReadRead:

https://www.youtube.com/watch?v=AaN6P0jMlps&ab_channel=NomNomReadRead

Sophie's teacher asks the class to think of their favorite tree and paint their favorite tree from memory. Sophie creates a unique take on a tree, one that is blue with an orange sky. Her classmates tell her that isn't a real tree and it makes Sophie **really** sad.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice complementing each other using the word **really** (e.g., "you are **really** pretty").

SENSORY MOTOR

Students and adults can explore holding objects of varying weights and describe how it feels (e.g., “this is **really** heavy” or “this is **really** easy”). Students and adults can also experiment with making noise at different volumes, either with their voices or with instruments, they can be **really** loud or **really** quiet.

VIDEOS, MUSIC, ANIMATED SHORTS

Never really over by Katy Perry, courtesy of Katy Perry:

https://www.youtube.com/watch?v=aEb5gNsmGJ8&ab_channel=KatyPerryVEVO
[O](#)

Shout out to my ex by Little Mix, courtesy of little mix:

https://www.youtube.com/watch?v=bFDzhKdrN9M&ab_channel=littlemixVEVO

I really like you by Carly Rae Jepsen:

https://www.youtube.com/watch?v=qV5lzRHrGeg&ab_channel=CarlyRaeJepsenVEVO

I really like you (cover) by Justin Bieber and Ariana Grande, courtesy of Justin Bieber:

https://www.youtube.com/watch?v=oovZa4GVAx8&ab_channel=JustinBieber

Really by Blackpink, courtesy of Jaeguchi:

https://www.youtube.com/watch?v=v_6uVOPvQ58&ab_channel=Jaeguchi

Who Do You Love by KC & the Sunshine Band, courtesy of KC & the Sunshine Band:

https://www.youtube.com/watch?v=ySCFuNMp13M&ab_channel=KC%26TheSunshineBand-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **really** means. **Really** can be used in front of a verb (e.g., I **really** want that) or used with an adjective to describe the intensity of something (e.g., this is **really** funny). Adults can model how to use the word **really** in different contexts.

Adults and students can go on a scavenger hunt around the classroom and find different objects that are described using the word **really**. For example, adults can tell students to find something **really** small, or **really** soft.

ART OR SCIENCE ACTIVITIES

Students can create an affirmation list for themselves using the word **really**. Adults can support the student in coming up with some adjectives if they need help with this!

Here's an example below:



USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can use the art that students created above as a cover for a book about why they are **really** special. After creating the book, students can share with each other what makes each of them **really** special.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: **Comfortable**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

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

ASK A QUESTION: (e.g., are you **comfortable**)

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

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

ROUTINES AND SCHEDULES

Circle: Students and adults can let each other know that the position they are sitting in during circle time is **comfortable**.

Snack time: Students and adults can remind each other to sit in a **comfortable** position during snack time so that they don't choke.

PE: Adults can ask students if they are **comfortable** with participating in certain activities and students can comment that they are **comfortable**.

PLAY

During imaginative play, students can play with baby dolls and make them a **comfortable** bed to take a nap in and students can ask their baby if they are **comfortable** (e.g., Is this **comfortable**?).

READING

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

Corduroy by Don Freeman, courtesy of Miss Sofie's Story Time - Kids Books Read Aloud: https://www.youtube.com/watch?v=ZOL-DU7htJM&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

This book is about a teddy bear who just wants to be loved by a child. His name is Corduroy and no one is buying him from the Toy Store. One night, he decides to go look for his missing button that a Mom pointed out earlier that day. Will Corduroy find his button in the furniture store with the **comfortable** beds?

Sleepyheads by Sandra J. Howatt, courtesy of The StoryTime Family: https://www.youtube.com/watch?v=hMg80RmpmJc&ab_channel=TheStoryTimeFamily

This book is about a bunch of sleepy heads who are asleep in different areas of a house. Do we think that these sleepyheads are really **comfortable** where they are asleep?

The Napping House by Audrey Wood, courtesy of Miss Sofie's Story Time - Kids Books Read Aloud: https://www.youtube.com/watch?v=pG6UjTynNr8&t=97s&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

Shhhhh Everybody's Sleeping by Julie Markes, courtesy of Lights Down Reading: https://www.youtube.com/watch?v=v7clraLzE3Y&ab_channel=LightsDownReading

This book is about a bunch of different people who are all sleeping. They are sleeping in different areas and the reader has to try really hard to be quiet and not wake them up. Do you think each person is **comfortable** where they are sleeping or can they be more **comfortable** somewhere else?

Bear Snores On by Karma Wilson and Jane Chapman, courtesy of Smile Kids:
https://www.youtube.com/watch?v=pCkRtyXq-fg&ab_channel=SmileKids

This book is about Bear who is asleep in his cave. His friends are sneaking into his cave and still Bear looks **comfortable** and continues speaking. Can his friends sneak in enough friends and things to end up throwing a part while Bear is still asleep?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can ask their friends if they are **comfortable** with participating in certain conversations or activities. This can be a great way to teach and model to students how to be conscious of other people's feelings!

SENSORY MOTOR

Students can sit on pillows or blankets and describe it as being **comfortable** or uncomfortable.

VIDEOS, MUSIC, ANIMATED SHORTS

The Big, Comfy Couch intro song, courtesy of chunky37:
https://www.youtube.com/watch?v=wJwS1mfj6j4&ab_channel=chunky37

Ten in the Bed, courtesy of Super Simple Songs (do you think they were all **comfortable** in the bed?):
https://www.youtube.com/watch?v=TdDypyS_5zE&ab_channel=SuperSimpleSongs-KidsSongs

Are you sleeping baby bear?, courtesy of Super Simple Songs (if baby bear is sleeping, is he **comfortable**?):

https://www.youtube.com/watch?v=chxQb4YRC2U&ab_channel=SuperSimpleSongs-KidsSongs

YOUNG ADULTS:

Comfortable by H.E.R., courtesy of H.E.R.:

https://www.youtube.com/watch?v=MBgXyiZfWUI&ab_channel=HERMusicVEVO

Comfortable by Lauv, courtesy of Lauv:

https://www.youtube.com/watch?v=ZRcEzDtNI6o&ab_channel=Lauv

Comfortable by John Mayer, courtesy of John Mayer:

https://www.youtube.com/watch?v=D2DPsjzFmbw&ab_channel=JohnMayer-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what being **comfortable** means and feels like. Adults can explain that if you feel comfortable means that you are relaxed and at ease. Adults can also explain that to feel **comfortable** may also mean your body has no pain.

Adults can also plan a pajama day for the students and they can all wear **comfortable** clothes.

ART OR SCIENCE ACTIVITIES

Students can create a **comfortable** collage using google slides or stickers and construction paper that includes comfortable items such as a pillow, and a soft blanket.

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: This website can be used to create a book about what a student finds to be the most **comfortable**. It could be a blanket, bean bag chair, a couch, and many other things. After each student has made their books, these books can be shared with classmates and used for reading activities.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: **Uncomfortable**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., that makes me feel **uncomfortable**)

ASK A QUESTION: (e.g., are you **uncomfortable**?)

DESCRIBE: (e.g., this is **uncomfortable**)

NEGATE: (e.g., I'm not **uncomfortable**)

ROUTINES AND SCHEDULES

Circle: During the morning circle time routine, students can indicate that the position they are sitting in is **uncomfortable**, or that they are **uncomfortable** participating.

Snack time: Students can describe that they are **uncomfortable** at snack time if someone is eating something that they are allergic to.

PLAY

Toys/Games: Students can play a version of hide-and-seek called “sardines”: one person hides, and the whole group seeks; when you find the person hiding you hide with them. By the end of the game, all but one person are squeezed into the same hiding spot (e.g., we will be really **uncomfortable!**)

[Video Model of how to play “Sardines” hide-and-seek](#)

https://www.youtube.com/watch?v=Vlrb6tI9j0&ab_channel=ThatYouTub3Family-TheAdventurers

Recess: On really hot days or really cold, students can complain about how the weather makes them **uncomfortable** when they still have to go outside (e.g., really hot **uncomfortable**).

READING

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

I'm so embarrassed by Robert Munsch, courtesy of Adventure Card Kids TV:

https://www.youtube.com/watch?v=6AP8qUD-ek4&ab_channel=AdventureCardsKidsTV

This book is about a boy named Andrew who doesn't want to go to the mall with his mom because she always embarrasses him. He ends up going to the mall because he really, really needs new shoes and his mom promises to not embarrass him. Once they get to the mall, his mom does so many things that embarrass him. Do you think he felt **uncomfortable** when the embarrassing things were happening?

Ruby Finds a Worry by Tom Percival, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=VCyiiHI2SJU&ab_channel=ToadstoolsandFairyDust

This book is about an adventurous girl named Ruby. She is exploring through her garden one day and she finds a worry. At first the worry was small and Ruby ignored it. The longer she ignored the worry, the bigger it got. Ruby didn't talk

about the worry because it didn't seem like anyone else noticed her worry. How will Ruby make the worry go away? Do you think Ruby felt **uncomfortable** when her worry was so big and stopping her from doing what she loved?

Goldilocks and the Three Bears, courtesy of Give Us a Story:

https://www.youtube.com/watch?v=Rm3JsewQIWw&ab_channel=GiveUsAStory%21

Goldilocks goes into the bears house and continues to try out different things that the bears have. When Goldilocks doesn't like the mama and papa bears things, do you think she was **uncomfortable** trying to lay down in those beds or sit on those chairs?

SOCIAL INTERACTIONS AND VIDEO MODELING

Embarrassed by Sesame Street with Seth Rogan, courtesy of Sesame Street:

https://www.youtube.com/watch?v=Yr1wc4khkGM&ab_channel=SesameStreet

Kids can watch this and learn about the meaning of embarrassed. They can talk about the different situations that Seth Rogan is in and if it would make them comfortable or **uncomfortable**.

YOUNG ADULTS:

Get comfortable with feeling uncomfortable by Luvvie Ajayi Jones, courtesy of Ted Talks: https://www.youtube.com/watch?v=QijH4UAqGD8&ab_channel=TED

This is a very interesting Ted talk where the speaker talks about how sometimes we need to be okay with feeling **uncomfortable** because it can lead to us growing as a person. There are always limits to feeling **uncomfortable**, but sometimes it's okay to feel slightly **uncomfortable**.

SENSORY MOTOR

Adults and students can use different sensory motor activities, such as a weighted blanket, a sensory bin, water play, etc. and talk about if they're comfortable or **uncomfortable**. If they are **uncomfortable**, they can talk about what to do to make them more comfortable. Adults can [share this ad about feeling physically uncomfortable from Pepto Bismol](#) to introduce the conversation.

VIDEOS, MUSIC, ANIMATED SHORTS

The feelings song by Miss Molly, courtesy of Miss Molly:

https://www.youtube.com/watch?v=-J7HcVLsCrY&ab_channel=MissMolly What emotions do you think can be **uncomfortable**?

Sad, Bad, Terrible Day by the Learning Station, courtesy of the Learning Station:

https://www.youtube.com/watch?v=ca8SUuG8vdA&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes How do you think he felt during his sad, bad, terrible day?

JB Uncomfortable Feelings, courtesy of Joy Berry Books:

https://www.youtube.com/watch?v=DVrTtjrnRIE&ab_channel=JoyBerryBoooks

YOUNG ADULTS:

Movie scene "Mr. Stark, I don't feel so good," from Infinity War courtesy of Arnol Méndez":

https://www.youtube.com/watch?v=Ynkq1sZQz4g&ab_channel=ArnolM%C3%A9ndez

Uncomfortable by Chase Atlantic, courtesy of Chase Atlantic:

https://www.youtube.com/watch?v=mXjUcE6ZevE&ab_channel=CHASEATLANTIC

Uncomfortable by Halestorm, courtesy of Halestorm:

https://www.youtube.com/watch?v=taanowedKoY&ab_channel=Halestorm

STRUCTURED ACTIVITIES

Adults can explicitly teach students what it means to feel **uncomfortable**. Adults and students can have a group discussion about things that make them **uncomfortable** such as people teasing them or talking in front of the class.

ART OR SCIENCE ACTIVITIES

Using the Zones of Regulation curriculum, students and adults can create a yellow zone craft with construction paper, paint, markers, and any other art supplies available. The yellow zone can be an **uncomfortable** zone to be in because this is when you start to feel a little out of control of your emotions (e.g., feeling nervous or a little too excited).

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: This website can be used to create a book about different situations where someone might feel **uncomfortable**. The book can also contain different things that we can do when we are feeling **uncomfortable** to help us feel better.

WORD WALL: Create a WordWall and add '**uncomfortable**' 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 Meagan Rose Baron at mrbaron2017@gmail.com, Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: **Terrible**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

EXPRESS OPINION: (e.g., I think that is a **terrible** idea.)

GOSSIP: (e.g., I heard she did a **terrible** job during her interview.)

SHARE PHYSICAL NEEDS: (e.g., I have a **terrible** headache.)

COMPLAIN: (e.g., My food was **terrible**.)

ROUTINES AND SCHEDULES

Circle: During morning circle, adults can lead a check in with students to discuss how they are feeling at the beginning of the day. Adults can introduce the feelings word “**terrible**” and explain that there are different words to explain negative feelings.

READING

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

[Children Make Terrible Pets-Read by Lee Rebel Tech](#)

<https://www.youtube.com/watch?v=xm8JM1gxDZQ>

[A Terrible Thing Happened-Read by Rachel's Mom](#)

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

[Alexander and the Terrible, Horrible, No good, Very Bad Day-Read by ABC Read to Me](#)

<https://www.youtube.com/watch?v=wnEk1Yj8X3A>

[Gregory, the Terrible Eater-Read by Little Readers](#)

<https://www.youtube.com/watch?v=B7FR1XGvAPA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell their friends when they are having a **terrible** day. Friends can make kind comments to make them feel better "That's terrible, I'm sorry!"

If a student hurts someone's feelings, they can apologize to their friends by saying, "I'm sorry, I feel terrible."

SENSORY MOTOR

As an accompanying activity to *Gregory, the Terrible Eater*, Students can sort foods that are **terrible** and not

terrible. http://woodkinderclass.blogspot.com/2010_11_01_archive.html



VIDEOS, MUSIC, ANIMATED SHORTS

[T is for TERRIBLE! - Kidz Digital](#)

<https://www.youtube.com/watch?v=wnEk1Yj8X3A>

[Sad, Bad, Terrible Day-The Learning Station](#)

<https://www.youtube.com/watch?v=ca8SUuG8vdA>

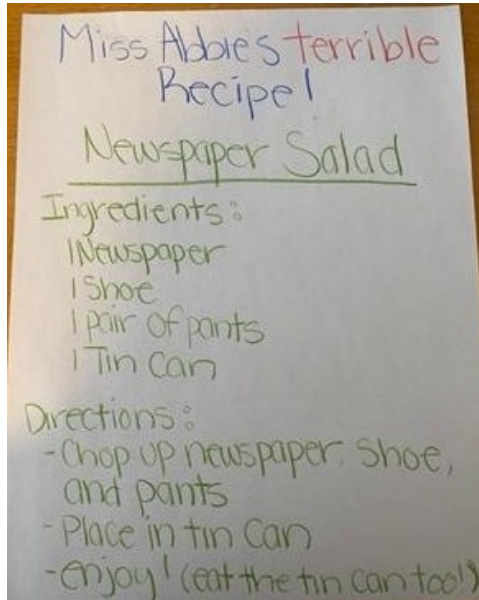
STRUCTURED ACTIVITIES

Adults can lead a discussion about when they have a **terrible** day and the things they can do to make their day better and create a chart.

When I have a terrible day.... 
When I have a terrible day, I like to watch a funny movie! Miss Abbie
When I have a terrible day....
When I have a terrible day....
When I have a terrible day....
When I have a terrible day....
When I have a terrible day....

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *Gregory, the Terrible Eater*, students can create their own **terrible** recipe with the food that Gregory's parents want him to eat.



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

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

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

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

Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has

joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Wonderful**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

GREETING: (e.g., It's a **wonderful** day!)

EXPRESS FEELINGS: (e.g., I feel **wonderful** today)

COMMENT: (e.g., Look at the **wonderful** rainbow in the sky)

ASK QUESTIONS: (e.g., What makes you feel **wonderful**?)

SHARE INFORMATION: (e.g., I have a **wonderful** friend)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can comment on the routine and food during snack and mealtimes. For example, adults can model greeting, "It is **wonderful** to be together." Students can, with adult facilitation, complete the phrase, "Snack time is **wonderful** with (my friend, teacher, favorite foods, etc.)"

Circle: Students can each identify one **wonderful** part of the day by completing the phrase, "My school day is **wonderful** in (reading, recess, snack time, art, etc.)"

As a seasonal activity, Adults and Students can talk about what is **wonderful** about each season, at the beginning and during spring, summer, fall and winter. A seasonal poster can be developed for each season that students can contribute what is **wonderful** about each season. Adults can provide examples with pictures and words of each season, and students can choose and add **wonderful** parts of each season to create a wall poster together and/or store in their AAC devices.



Spring: Flowers blooming, Green grass, Outdoor Play, Birds Sing, Sunshine. Spring Rain...



Summer: School break, Swimming, Picnics, Family Fun, Play with Friends, Warm Weather, Growing Gardens...



Fall: Going back to School, Old Friends, New Friends, Storytime, Hearing Leaves Crunch, Halloween Costumes...



Winter: Warm mittens, Cozy Indoor Games, Watching Snow or Rain, Holidays...

PLAY

Toys and Games: In a variation of show and tell, students can bring a favorite toy or game from home that is hidden in a bag or box. Each student can take a turn by asking, "Guess what is **wonderful** in my bag?" Other students can guess what is in the bag, asking, "What is **wonderful** in your bag?". After all students have guessed, the student can pull out the object and say, "This is my **wonderful** _____!"

Recess: Before going out for recess, adults can ask each student what is **wonderful** about recess by giving choices of words and pictures that are recess activities. Using their AAC systems, each student can answer by completing the phrase, “_____ is **wonderful!**”

READING

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

What a Wonderful World, is based on the song by Bob Thiele and George David Weiss with illustrations by Tim Hopgood, courtesy of Linden Lentz:
<https://www.youtube.com/watch?v=UYbKOUzfMHY>

Listen to Louis Armstrong sing and watch the **wonderful** pictures by Tim Hopgood. See how many **wonderful** things you can see in the world. After you listen, name some of the **wonderful** things in your world.

Something Wonderful by Raewyn Caisley and Karen Blair, courtesy of Bedtime Story Collection: <https://www.youtube.com/watch?v=UMu-eidAfOQ>

This is based on a true story about a boy named Sam who had a **wonderful** imagination. He often forgot to do his chores because he had **wonderful** ideas of what he could build. One day, he put his dreams to work and made a **wonderful** invention.

The Wonderful Things You Will Be by Emily Winfield Martin, courtesy of Read Aloud Books for Kids: <https://www.youtube.com/watch?v=VTN6ljv38qw>

This book celebrates the possibilities of the **wonderful** future ahead for young children from a parent's view. The **wonderful** promise that parents dream for their children is to be **wonderful** adults who are kind and helpful.

You're All Kinds of Wonderful by Nancy Tillman, courtesy of Mrs. Clark's Reading Corner: <https://www.youtube.com/watch?v=HJ1nUewOe60>

This beautifully illustrated book is a rhyming celebration of the **wonderful** gifts that each person has. It is **wonderful** to be different from each other and to have unique talents that we can contribute. Each one of us has all kinds of **wonderful** that may take time to discover.

In a Jar by Deborah Marcero, courtesy of Miss Katie from Handley Regional Library: https://www.youtube.com/watch?v=CeHhMwrRI_c

This book features the **wonderful** gifts of friendship between two rabbits, Llewellyn, and Evelyn, who collect **wonderful** things in jars--such as rainbows, the sound of the ocean, and wind before snowfall. When they look in the jars, they have **wonderful** memories.

SOCIAL INTERACTIONS AND VIDEO MODELING

At the beginning of each week, students can ask each other, "What was **wonderful** about your weekend? Also, at the end of the week, students can repeat the activity by asking each other, "What was **wonderful** about this week?" Adults can facilitate by providing vocabulary choices, aided language stimulation or modeling so that all students can answer using their AAC systems.

SENSORY MOTOR

Adults can set up several sensory bins to facilitate the use of core words, including **wonderful**. Select items that are soft, smooth, hard, rough, cool to the touch, spongy, warm, etc. and assist students to feel the items buried in the bins. Students can explore individual sensory bins with another student and comment on what feels **wonderful** in each bin. Using their AAC systems, students can identify how each item feels (soft, hard, smooth, rough, etc.). Adults or other students can ask, "Does it feel **wonderful**?" Students can answer Yes or No. Students can complete a follow-up activity on the computer with a picture of each item that felt wonderful to print and take home.

VIDEOS, MUSIC, ANIMATED SHORTS

Over the Rainbow and It's a Wonderful World by Israel Kamakawiwo'ole, courtesy of Mountain Apple Company, Inc on YouTube:

https://www.youtube.com/watch?app=desktop&v=Z26BvHOD_sg

Wonderful People by Ziggy Marley with Judah Marley, Gideon Marley and Abraham Marley, courtesy of YouTube Music:

<https://www.youtube.com/watch?v=SpuU7U7Fd8s>

Wonderful Life by Zendaya from Small Foot Motion Picture Soundtrack, courtesy of Warner Brothers Pictures and You Tube:

https://www.youtube.com/watch?v=ow9_519_xVQ

Wonderful Life by Everclear, courtesy of YouTube:
<https://www.youtube.com/watch?v=MUfgAbFY4CA>

Wonderful by Firebeatz, courtesy of Spinnin' TV and YouTube:
<https://www.youtube.com/watch?app=desktop&v=XeHj06rHa28>

STRUCTURED ACTIVITIES

Students can create smart charts to show what is **wonderful** in their lives.

_____ is/are wonderful .
_____ is/are wonderful .
_____ is/are wonderful .
_____ is/are wonderful .

ART OR SCIENCE ACTIVITIES

Students can create “My Wonderful World” digital posters based on the sentences they complete in the Structured Activity, above. Choose pictures from symbol sets, Google images and on AAC devices to show what is **wonderful** for each student, to display and show to classmates.

My Wonderful World



PPT slide courtesy of Nancy Robinson

The Sun Songs, Science Songs, courtesy of Scratch Garden on YouTube:
<https://www.youtube.com/watch?v=OBnDKfHtcd0>

Clear animation and music explain the **wonderful** gifts of the sun.

Weird Wild and Wonderful Insects by Shelly Underwood, courtesy of Story Club on YouTube: <https://www.youtube.com/watch?v=F0fEcKGtTpc>

Fun facts about **wonderful** insects in full illustrations in this nonfiction book.

Worms are Wonderful by Scission Kids on YouTube:
https://www.youtube.com/watch?v=l-zc_1vjLnI

Learn about crawly, **wonderful** worms in this entertaining science video.

USE OF APPS OR OTHER TECHNOLOGY

[*Nature Cat's Great Outdoors*](#) This free app is a toolset that will inspire your child to explore the **wonderful** aspects of nature – in the backyard, at a local park or even looking out the window. Every day, Nature Cat has a set of new daily

adventures that lets kids use tools to record and share their observations in fun, creative ways!

[Night Sky](#) This free app is a planetarium in your pocket that makes it easy to discover the **wonderful** features of space wherever you go. Day or night, just aim your device skyward to see a live 3D map of the heavens, complete with beautifully illustrated constellations, stars, planets, and satellites.

WORD WALL: Create a Word Wall and add '**wonderful**' 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 nancyr@sfsu.edu . Nancy is a retired speech-language pathologist and professor who is learning to take time to appreciate each **wonderful** day and the **wonderful** small gifts of the world around us! Please note that all pictures in this activity sheet are publicly available, royalty free Google images.

Thank you!

May			
<p>few</p> <p>+ - ?</p>	<p>many</p> <p>+ - ?</p>	<p>below</p> <p>+ - ?</p>	<p>above</p> <p>+ - ?</p>
<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>
<p>through</p> <p>+ - ?</p>	<p>really</p> <p>+ - ?</p>	<p>comfortable</p> <p>+ - ?</p>	<p>uncomfortable</p> <p>+ - ?</p>
<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>
<p>terrible</p> <p>+ - ?</p>	<p>wonderful</p> <p>+ - ?</p>		
<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>
<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>	<p>Date(s) _____</p> <p>Progress:</p>

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