CORE WORDS: Had

For Educators, Related Service Providers and Parents

<u>Aided Language Stimulation (ALS)</u>: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop, **https://blog.mycoughdrop.com/modeling-made-simple/**

us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

SHARE INFORMATION: About the weekend or breakfast (e.g. I **had**)

COMMENT: (e.g. I had a good time, I had a bad time … because)

GOSSIP**:** (She had too much candy).

TELL SECRETS: ….

ANSWER QUESTIONS: (e.g. I had, she had, he had, they had, we had)

ROUTINES AND SCHEDULES

At the end of the day during closing meeting and using a visual schedule, the student discusses what he/she **had** to do at school. (E.g. I had math, I had reading, I had music, etc.) If the student needs more prompting or review the

adult can model what the students had to do before they share what happened during the day.

PLAY

The adults and students can collectively view photos sent from home, (low-tech or on the smart board or online), regarding what they did over the weekend. They can discuss what they **had** to do and could comment as to whether they had fun, had a good time, had a bad time, etc. Visuals and scaffolding are recommended to be provided.

READING

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

Goldilocks and the Three Bears Story | English Fairy Tales And Stories | storytime
https://www.youtube.com/watch?v=T84dax2MDPg
(Students and adults can discuss what she had done and what she had to eat)

Kids Book Read Aloud: A BAD CASE OF STRIPES by David Shannon
https://www.youtube.com/watch?v=QqnChSV2mdM read by Story Time at Awnie's house. The students can have the opportunity to comment on the strange pattern she had on her skin….stripes!)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), students can share what they **had** to do in the morning before they came to school. Students can also share what they had to eat for breakfast.

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions and then share with the group.

SENSORY MOTOR

Students can cut out the farm animal figures from the Old MacDonald cut outs (below). Expand this into a sensory activity where the students can cut and feel the soft material used for the legs. They can also discuss what the animals can do: Eat? Lie down? Take a Walk? Sit? Sleep?

After the activity the adult may ask if the students had fun, (providing ALS) with the word 'had' on the talker, and the students could comment (e.g. I **had** fun, had fun, had good time, etc.).

OLD MACDONALD HAD A FARM – DANCING FARM ANIMALS CRAFT- cut outs
https://supersimple.com/article/old-macdonald-had-a-farm-dancing-farm-animals-craft/

STRUCTURED ACTIVITIES

The students can answer questions about the story that was read aloud such as the Hungry Caterpillar or the song Old MacDonald. With a focus on the word, had; have the students' share what the Hungry Caterpillar **had** to eat or what Old MacDonald had on his farm.

VIDEOS, MUSIC, ANIMATED SHORTS

The Very Hungry Caterpillar - Animated Film
https://www.youtube.com/watch?v=75NQK-Sm1YY&t=85s Illuminated Films (instead of talking about what he ATE, talk about what he had).

Old MacDonald **Had** A Farm (2018) | Nursery Rhymes | Super Simple Songs
https://www.youtube.com/watch?v=_6HzoUcx3eo

Young Adults
I **had** the Time of My Life (Final Dance)- Dirty Dancing: C Phillips42
https://www.youtube.com/watch?v=WpmILPAcRQo

ART OR SCIENCE ACTIVITIES

Super Simple provided printable cutouts to support and expand upon the song Old MacDonald with printable cut-outs and an art project. The song can come to life when students use these tangible items while singing.
OLD MACDONALD HAD A FARM – DANCING FARM ANIMALS CRAFT
https://supersimple.com/article/old-macdonald-had-a-farm-dancing-farm-animals-craft/

USE OF APPS OR OTHER TECHNOLOGY

Old MacDonald by Duck Duck Moose App, helps to emphasize the word '**had**' with each animal that is introduced.

Adults can create low-tech word banks to make simple sentences, (e.g. "he'" "had" "a" "farm" "cow" "horse" "pig", etc.). The students can scramble the words to make phrases or sentences.

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, 'had.'

Abilipad app could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.
https://appytherapy.com/abilipad/

WORD WALL- Add the word, **had** 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.

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

CORE WORD: Meet

For Educators, Related Service Providers and Parents

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Guide to ALS: from Coughdrop, https://blog.mycoughdrop.com/modeling-made-simple/

us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

GREETING: It's nice to meet you.

INITIATION: I would like to meet him/her.

REQUEST: Let's meet, Want to meet my friend ___.

EXPRESS A FEELING: It was great to meet you. Or It was great meeting you.

ASK A QUESTION: Can I meet ____ that student)

INFORM: I did not meet them

ROUTINES AND SCHEDULES

Role playing during Morning Meeting: The adult can create a Social Story or script outlining a conversation such as, asking someone's name and then saying, 'it's nice to **meet** you" (or a shorter phrase). Each student can role play, asking the student next to them, their name. After the student has introduced themselves, the other student(s) may indicate, 'it is nice to meet you/good to meet you, or happy to meet you, etc. Adult provision of modeling, (ALS) will be vital.

Students can watch videos of people who work in the community, such as a, teachers, police officers, fire fighters or maybe go on a virtual field trip as part of the meeting to learn more about the people in the community. After the field trip or clip is over, the adult could say something like, "It was nice to see them", and learn about what they do. The adult could ask them what they would say if they actually did **meet** them in-person….. (Example- It's nice to meet you).

PLAY

Out on the playground, students can be accompanied by an adult and may go to meet someone new or meet many people, (even better). (Communication takes practice) The adult could model, (e.g. hi, it's nice to **meet** you to many of the students they meet on the playground).

In preparation for this, the adult could create a social story or script, or watch videos about meeting someone new and role play using the talker.

READING

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

FIRST DAY JITTERS Book
 About Moving | Kindergarten Books for Kids | Children's Books Read Aloud
https://www.youtube.com/watch?v=eSmW0Lib19Q Read by Happy Cultivated

SOCIAL INTERACTIONS AND VIDEO MODELING

Nice to **meet** you! How to Introduce People in English - Easy English
https://www.youtube.com/watch?v=V7Dvcy0gq-U&t=49s

Yong Adult

Video Modeling - Striking up and conversation and introducing yourself

Starting Individual Conversations - Expected Behavior by the Social Skills Teacher
https://www.youtube.com/watch?v=Qy-sNx4dPhE

SENSORY MOTOR

Adults can model how important it is to wave 'hello' when you **meet** someone new out on the playground.

STRUCTURED ACTIVITIES-

After watching Video Modeling clips, the students can gather in pairs to greet, tell the other person their name and say, 'nice to **meet** you,' (or a simplified version). Some communication systems have pre-programmed phrases available for these types of quick interactions.

The adults can provide visual support(s), scripts and, of course, (ALS) to practice the exchange. This activity could be repeated daily.

It is an important skill for students to be able to introduce themselves and acknowledge others in their daily life.

VIDEOS, MUSIC, ANIMATED SHORTS

Nice to **Meet** You Song | Hello Song | Greetings Song | Kindergarten, EFL & ESL | Fun Kids English https://www.youtube.com/watch?v=dWVtBE3z5Ak (by Fun Kids English) (pause the video in order for the students to be able to use their talkers to say 'hello' and 'nice to meet you.')

What's Your Name? | Featuring Noodle & Pals | Super Simple Songs https://www.youtube.com/watch?v=zMdq9jSaNLg

Lesson 3_(A)Nice to meet you. - Greeting - Introducing - Cartoon Story - English Education https://www.youtube.com/watch?v=fcPhl6_Fl2I (By English Singsing)

The Wizard of Oz - Nice to meet you (Greeting) - English story for Kids https://www.youtube.com/watch?v=fVqflxNs6o4 By English Singsing

The family song/Nice to meet you - Let's Go https://www.youtube.com/watch?v=fvlaJF2BxmI by Nghi Nguyen

Sesame Street: Enchanted Lunchtime Song | Making New Friends https://www.youtube.com/watch?v=HXubvVTKKUE

Sesame Street: Meet Julia (Full Clip | 10 Min) A Student with Autism

https://www.youtube.com/watch?v=dKCdV20zLMs

YOU, ME & COMMUNITY | Come and See | PBS KIDS https://www.youtube.com/watch?v=YsfMWr3nyEM   (Adults could preface the video as being a way to meet people in different families. Pause the video and provide an opportunity for students to indicate, (examples: "happy to meet you" or "I want to meet you" "meet you")

DANIEL TIGER'S NEIGHBORHOOD | Come Meet Chrissie | PBS KIDS
https://www.youtube.com/watch?v=6oixv21zSzo

There are lots of opportunities for talking about other core vocabulary here, too.

SPLASH AND BUBBLES | Meet Sal | PBS KIDS
https://www.youtube.com/watch?v=MOGCmfBEzWc

ART OR SCIENCE ACTIVITIES

Have the students use a shoe box cut off at the top to make a gallery of pictures of people or figurines of their favorite people or characters. Line the box with construction paper and have them doctorate it. All students can see their friend's favorite people and action character and **meet** them. The students can introduce the people and action figures.
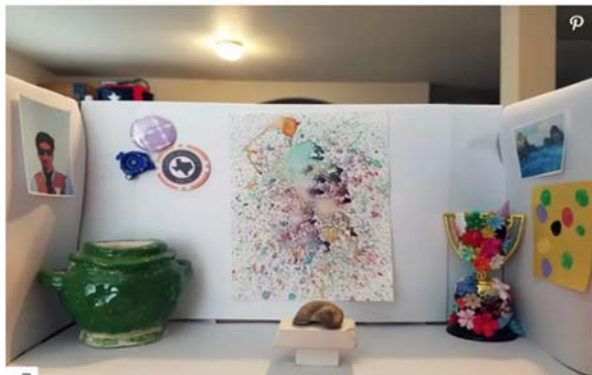
 Parent Magazine

USE OF APPS OR OTHER TECHNOLOGY

Book Creator: Create your own book about the people you **meet**.

Pictello- same as above.

Sock Puppets: Use the sock puppet characters to act out meeting someone new. The adult can co-create an interaction with the provision of ALS or even with use of a script. This app is highly motivating and entertaining.

YoPuppet: YoPuppet Hand Puppet Show is a great app to learn to act out meeting new people in a motivating and fun way.

Kid in Story- Create a new story about a friend you just met. The "kid's" picture can be in the story throughout or you can add all different people/kids to your story that you met to practice the word, 'meet.'

WORD WALL- Add the word, "meet" 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.

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Thank you!

CORE WORD: Went

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop https://blog.mycoughdrop.com/modeling-made-simple/

us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. I **went**, you went, we went, they went)

COMMENT: (e.g. He went fast)

GOSSIP: (She went to bed too late).

TELL SECRETS: ….

CLARIFY: (e.g. No, he went to school first, then he went home)

ANSWER A QUESTION: (e.g. She went in)

ROUTINES AND SCHEDULES

Expressing to others about routine activities completed:

For example:

I **went** to the sink and washed my hands.

I went downstairs and got some cereal.

I went to bed on time

A summary of the school day

Parents love to hear about what happened during the school day and for our students, it is hard for them to generate such information as they often need help and scaffolding.

Ideas:

High-Tech: Program all the places the student **went**, (what he or she did), on the communication system/talker on one button, (some talkers support this approach), or create sentence strips with words/symbols as visual support(s) to help them share their day.

Or

Use a low-tech worksheet with symbols and words they could check or circle as to where they went. The students could utilize this graphic organizer of sorts to share information about their school day. (Also, please add room to write extra information to expand upon what happened during the day if it wasn't one of the available choices).

This could be a great end of the day language ritual.

PLAY

During game play, the student might indicate that someone **went** out of turn, (e.g. you just went. It's my turn).

The students could comment about vehicles (e.g. that went so fast. That went so slow).

READING

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

Storytime! ~ MAISY GOES ON VACATION read along ~ Story Time ~ Bedtime Story Read Aloud Books https://www.youtube.com/watch?v=nt6XfwzDgPM

(Discuss where she **went**)

PENGUIN ON VACATION | Kids Books Read Aloud!
https://www.youtube.com/watch?v=0zCjB6EXuio by KidTimeStoryTime

How I Spent My Summer Vacation
https://www.youtube.com/watch?v=AMke6tvj-5s read by Ms. Britton's Book Nook

I Went Walking https://www.youtube.com/watch?v=bW1ZT1I-hM4 Read by Simicrane

Just Grandma and Me - Little Critter - Read Aloud Books for Children - Storytime Read by Ocean house books by Mercer Mayer
https://www.youtube.com/watch?v=SpiTLNJZJcw

SOCIAL INTERACTIONS AND VIDEO MODELING

Assign student pairs to interview each other, providing questions (along with visual cues), (using the symbols and words as/if needed) regarding where they **went** to school last year and where they went over the summer.

Assist students in formulating their responses by asking probing questions and by using aided language stimulation.

After all students have completed this activity, they can share out to the rest of the class.

SENSORY MOTOR

Create an obstacle course in the classroom or playground and after it is over, ask the students where they **went**. (E.g. I went through the tunnel, I went in the box, I went over the line).

STRUCTURED ACTIVITIES

After listening to the song, *Going on a Bear Hunt*, students could write where the characters **went** in search of the bear using their talkers, by writing or using an alternative pencil.

Find out from the parents where the students may have gone in the community. Create a collective story about where everyone went. If parents could take a picture of the students in the community and send it in, it would be great to create a visual platform for discussion and expansion of core vocabulary.

VIDEOS, MUSIC, ANIMATED SHORTS

The Present | A Short Film by Jacob Frey
https://www.youtube.com/watch?v=C_nJJHaNmnY

The Balloon that Went on Holiday | Easter Story | Short Animated Film
https://www.youtube.com/watch?v=rQ6Q1XXLcfw Bogglesox TV

CGI Animated Short Film: "U R In Trouble" by Yujoung Lee | CGMeetup
https://www.youtube.com/watch?v=Kvl6f5OX_Ss&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=59&t=0s

ART OR SCIENCE ACTIVITIES

Let's go on a scavenger hunt in the playground or in the classroom. Students can find hidden objects using the adult's clues. After the student finds an item, he/she can indicate where they **went** to find it.

USE OF APPS OR OTHER TECHNOLOGY

The student could write a story in *Pictello* or *Book Creator* about where he/she **went** over the weekend. Each sentence could start with "I went".

After listening to each other's stories, the students could write about where the others went, (He went to _____. She went to _____.)

Kid in Story- Create or retell a story about where the student(s) went. Add pictures of the places and put the student's picture IN the story.

Clicker Writer can be utilized for writing words, phrases or sentences with keyboard, word prediction, word banks and picture support.

WORD WALL- Add the word, **went** 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.

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Thank you!

CORE WORD: Us

us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

SHARE INFORMATION: That's **us**, they will help us

NEGATION/DENY: Not us

COMMENT: They like us

GOSSIP: (They said bad things about us).

TELL SECRETS: ….

ASK A QUESTION: Are they coming with us? Will they come to us?

GET HELP: Help us

GAIN ATTENTION: Look at us

INITIATE: Come see us

DIRECT ACTION: Come over to us

ROUTINES AND SCHEDULES

Recess: Adults can inform that at recess (a certain) class will join **us** for a game." The adult will model the word and utterances surrounding the information, (e.g. come to us)

Related Services: Adults can inform when therapy providers will come to the class, (e.g. when they come see **us**). The adult can model the word and utterances surrounding the information, (e.g. come see us)

PLAY

While playing in a group, the adults can model for the students how to invite other children to join **us** and play, (e.g. come play with us, come to us).

READING

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

Library Lion read by Mindy Sterling
https://www.youtube.com/watch?v=T18NCobS43c

(During the story, pause and ask questions such as: Would you like a lion to come join '**us**' in class? Could a lion help us in the classroom? How could the lion help us? Do you remember how he helped in the library?)

SOCIAL INTERACTIONS

If the class has different activities occurring simultaneously, students can cycle through the stations and adults can model, (e.g. come to **us**, come work with us). Students can work towards having other students join them by using the core word, 'us' with other core and fringe words, (e.g. play with us)

SENSORY MOTOR

Adults could create core building blocks out of Legos or large blocks to create sentences with the word, **us** (by printing out core and fringe words (with symbols) to tape on blocks.   This activity is called: Core word building blocks- By Educational insights https://youtu.be/ZNYT_YzNCB0

STRUCTURED ACTIVITIES-

The adult could ask the students to tell him/her all the ways they could use the word, us to have others come to the class.

How about some chart writing? Picture-Symbols could also be added.

Come to _____ **us**.
_____ with us.
_____ us.
You can _____us.

VIDEOS, MUSIC, ANIMATED SHORTS

Wash your hands Children's Song | Wash **us** - Healthy habits Song | Hooray Kids Songs & Nursery Rhymes https://www.youtube.com/watch?v=evXG5Huwln0

Young Adults

Pink - What About **Us**, Cover by One Voice Children's Choir https://www.youtube.com/watch?v=yWrHHxksbLY

Pink Floyd - Us and Them https://www.youtube.com/watch?v=I3OdanjBYoM

ART OR SCIENCE ACTIVITIES

Make a collage with group classroom pictures. The students could talk about the group activities using the word **us**.

Make a high-tech collage using Google Slides. Virtually, add pictures and students could comment on the collage, (e.g. that's us)

Predictable Writing Chart

That was us __(playing)_____
That was us _____
That was us _____
That was us _____
That was us _____

USE OF APPS OR OTHER TECHNOLOGY

Use the Pictello app to take pictures of the collage and write a story using the sentence starter, "That was **us** _____ (e.g. working, playing, talking).

WORD WALL- Add the word, **us** on the Word Wall.

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