

CORE WORD: **OUTSIDE**

For Educators, Related Service Providers and Parents

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: We're going **outside**

NEGATION/DENY: not outside

COMMENT outside is fun

GOSSIP: (They went outside already)

TELL SECRETS:

ASK A QUESTION: When are we going **outside**?

GET HELP: He's outside and crying

GAIN ATTENTION: I'm here, outside

INITIATE: Come outside to play

DIRECT ACTION: Go outside

ROUTINES AND SCHEDULES

Recess: Model the word **outside** on the AAC device/talker, indicating that during recess the class will be outside

PLAY

Ask the students prior to recess, what they want to play with **outside**.

READING

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

Are You Ready to Play Outside? by Mo Willems | Elephant & Piggie Book | Read Aloud Book for Kids: <https://www.youtube.com/watch?v=KQA-FdJIMUg> by Snuggle bug Storytime

Outdoor Opposites | Barefoot Books Singalong
<https://www.youtube.com/watch?v=112S-QI9A5M> (comment that the children are outside).

Outside My Window | An Original Book By: Veronica Grignano | Children's Bedtime Story <https://www.youtube.com/watch?v=o0tYk3dyUbw>
Read by Starlight Stories for Kids

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair up students and have each student ask what each wants to do when they go **outside** for recess.

SENSORY MOTOR

Each student can be a leader outside and form a single line. Students take turns being the lead and demonstrating actions to imitate. (E.g. clapping, putting their hands up, putting their hands down, touching their nose).

STRUCTURED ACTIVITIES-

The teacher could use predictable writing chart to ask about topics outside:

I like to _____ outside
I like to _____ outside.
I like to _____ outside
I like to _____ outside.

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: Exploring Outdoors

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

INSIDE **OUTSIDE** By Lizi Boyd-- Book Trailer

<https://www.youtube.com/watch?v=RhzH7PirESk>

ART OR SCIENCE ACTIVITIES

Outdoor Nature Baggie Book

Students are provided with a Ziploc plastic bag to gather some items they find **outside**, deemed safe, (e.g. leaves, sticks, rocks). After they have collected their items in one bag the students place each item in separate Ziploc bags to create a book. Once all the bags are filled, the adult can tape the zippered

sides with packing or duct tape to secure the edges to create a consolidated book. Students can talk about the book in group or even write about it in a separate lesson. (**Outside** I found a _____). Additional items can be added by adhering more pages with duct or packing tape.

USE OF APPS OR OTHER TECHNOLOGY

Pictello Adults and students can utilize an iPad to take pictures of the outdoor items and write a story using the sentence starter, "**Outside**, I found a _____

WORD WALL- Add the word, **outside** 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: **Better**

For Educators, Related Service Providers and Parents

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beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

SHARE INFORMATION: I did a **better** job following directions at school

NEGATION/DENY: Not better

COMMENT: This one is better. I am better off

GOSSIP: (They think they are better at math)

TELL SECRETS:

ASK A QUESTION: Is this one better?

GET HELP: Help me do better

GAIN ATTENTION: You better come over

DIRECT ACTION: Show me how to do it better

ANSWER QUESTIONS: Yes, I did better

DISCUSS AND INTEREST: I am better at reading than math

SHARE PHYSICAL NEEDS: My foot is getting better but I still need help to stand up

MAKE CHOICES: I'll take the better one, there.

EXPRESS OPINIONS: I think that is better

ARGUE: I don't think that's better

REQUEST: Can I have a better one?

COMPLIMENT: That looks better on you.

CLARIFY: That's better, but let me tell you more about it

REMIND: Remember we were going to look for a better computer?

ROUTINES AND SCHEDULES

Adults can comment that the students are getting **better** at daily routines and following the schedule. This is a great opportunity to model such compliments and comments on the big core board, low-tech or talker. (E.g. that's *much better*. *You are washing your hands much better*. *You are getting better waiting in line*. *You are listening much better*. *You are much better using your talkers to tell me what you're thinking*. *You're better at getting your lunch and throwing away your trash*. *You are doing a better job hanging up your coat*).

PLAY

Ask the students to choose between two toys and ask them 'which one is **better**.'

READING

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

What Should DANNY Do? By Ganit & Adir Levy - Children's Books Read Aloud <https://www.youtube.com/watch?v=VRQZg86O-OE> (this is a book that gives students the opportunity to make choices. You can ask students, "What is the **better** choice?")

Young Adults

I Can Do Hard Things ~ Kids Book about Resilience Read Aloud (As this story is read aloud, the students can comment when the kids in the story are making **BETTER** choices for themselves). By Gabi Garcia, Illustrated by Charity Russell <https://www.youtube.com/watch?v=CF4kQfEVJLM> KidsTimeStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING

Gather the students and provide two choices of things to do. Ask them which is **better**.

Students can set up a 'store' of food or clothing and the other students can go shopping telling each other which things are 'better' than the other.

SENSORY MOTOR

Use legos with words or words and symbols taped to the blocks, which might say: Cookies are **better** than green beans. (You get the idea). Students can be creative and have fun putting words together. Students can experience tactile/motor input as they create phrases and sentences. (An alternative to this would be to use the talker or communication board(s).

The video below also taps into phonics and word families that can also be a branching activity.

Core word building blocks- By Educational insights

https://youtu.be/ZNYT_YzNCB0

STRUCTURED ACTIVITIES-

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about topics or items that are outside: (e.g. trees are **better** than flowers)

_____ is/are better than _____
_____ is/are better than _____
_____ is/are better than _____
_____ is/are better than _____

VIDEOS, MUSIC, ANIMATED SHORTS

Simon's Cat in "Double Trouble" | Disney Favorite Animated Short

https://www.youtube.com/watch?v=fEV0N6OnbTE&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfIlz_ZX&index=55&t=0s

(This is a great video to talk about communication and also ask, which cat did a better job getting something to eat and why?)

DANIEL TIGER'S NEIGHBORHOOD | We Can Take Turns | PBS KIDS (Thinking about making better choices)
<https://www.youtube.com/watch?v=AEKihWud-gA>

Sesame Street: Change The World

https://www.youtube.com/watch?v=f9X0ll_OI9Y

Sesame Street: Janelle Monae - Power of Yet (Model phrase- "You can do better")

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

ART OR SCIENCE ACTIVITIES

Students can listen to two songs and then the adult(s) can take a vote as to which song their students liked **better**. They can indicate using their communication systems.

This can be repeated, and the teacher can begin creating a list of the student's favorite songs.

USE OF APPS OR OTHER TECHNOLOGY

Play *Angry Birds* app on the iPad and see who did **better**.

Students can also play, Fruit Ninja or Tic Tac Toe. But remember, we are all winners

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

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

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

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Thank you!

CORE WORD: **Funny**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. It was so funny today when ____)

COMMENT: (e.g. that's **funny**)

GOSSIP: (Do you want to hear something funny?)

TELL SECRETS:

ANSWER A QUESTION: (e.g. I think it's funny)

ROUTINES AND SCHEDULES

For morning meetings, ask someone to do something **funny**, like making a funny face or telling a joke.

Choose a funny story or song for the circle.

Model the word funny, during the activity to model the comment, 'funny' in a natural context.

PLAY

Using puppets or figurines, act out some **funny** dialogues or actions. Encourage students to do or say things that make people laugh but are safe and kind.

READING

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

Harry the Dirty Dog read by Betty

White <https://www.youtube.com/watch?v=7j0OY3236jw&t=53s>

Ask the students to tell you some **funny** things that happened in the story.

Pete the Cat: I Love My White Shoes Story by Eric Litwin,

https://www.youtube.com/watch?v=fj_z6zGQVyM, Read by Whiteboard Entertainment Studios

SOCIAL INTERACTIONS AND VIDEO MODELING

Put on a comedy show by telling jokes. People in the audience can make comments about the joke(s)

SENSORY MOTOR

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

Belly Breathing: Sesame Street: Learn to Belly Breathe with Rosita,

<https://www.youtube.com/watch?v=Xq3DwzX6MUw>

STRUCTURED ACTIVITIES

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

It's funny when _____.
It's funny when _____.
It's funny when _____.
It's funny when _____.
It's funny when _____.

VIDEOS, MUSIC, ANIMATED SHORTS

"Mouse For Sale" by Wouter Bongaerts | Disney Favorite
<https://www.youtube.com/watch?v=UB3nKCNUBB4&t=185s>

CGI Animated Shorts : "Playmate" - by Sen Liu & KunZhan Tao | TheCGBros
https://www.youtube.com/watch?v=2fR9HqilmKM&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfIlz_ZX&index=7

Classic Sesame Street It's Funny Remake, recreated by Rohail Hashmi
<https://www.youtube.com/watch?v=ILTgLuChhPO>

Cute Babies and Dogs by Junkin Videos
<https://www.youtube.com/watch?v=ih1MhPit-lw>

Young Adult

Lost Voice Guy: Video of an adult using an AAC device to tell jokes on a talent show. Britain's Got Talent. **Funny**

<https://www.youtube.com/watch?v=xsqlnns6LXQ&t=12s>

ART OR SCIENCE ACTIVITIES

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

USE OF APPS OR OTHER TECHNOLOGY

Top Ten Sesame Street Character Laughs
<https://www.youtube.com/watch?v=976lqmdTjdw> by Disneyfanjsg

Students are asked to pick the funniest laugh.

WORD WALL- Add the word, **funny** 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: **INSIDE**

For Educators, Related Service Providers and Parents

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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: We're going **inside**

NEGATION/DENY: not inside

COMMENT: inside is fun

GOSSIP: They already went inside.

TELL SECRETS:

ASK A QUESTION: When are we going inside?

GET HELP: He's inside and crying

GAIN ATTENTION: I'm here, inside

INITIATE: Come inside to play

DIRECT ACTION: Go inside

ROUTINES AND SCHEDULES

Recess: When recess is almost over, the adult can model on the student's talker that they will go **inside** soon and can show a visual schedule symbol to ease the transition.

PLAY

Ask the students once recess is almost over, what is happening next **inside**.

READING

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

OUTSIDE and **INSIDE:** Inside Outside Upside Down Read Along- by Stan and Jan Berenstain read by (Little Readers)

https://www.youtube.com/watch?v=9jM6loMSc_Q

The Cat in the Hat By Dr. Seuss

https://www.youtube.com/watch?v=_uO3xX0wQQc

(They had to stay inside) By Laura Miller

If All The Animals Came Inside By Eric Pinder | Children's Book Read Aloud

<https://www.youtube.com/watch?v=GUK28NjaRRk> Read by Lights Down Reading

SOCIAL INTERACTIONS

Pair up students and have each student ask what each wants to do when they go back **inside** after recess.

SENSORY MOTOR

Each student can be a leader indoors to form a single line of actions, (e.g. clapping, putting their hands up, putting their hands down, touching their nose). Ask them if they remembered that they did this outside, too?

The adult could provide a larger box with many smaller ones inside. The student will continue to need to open boxes and look, 'inside.' The adult could model the question, "What's **inside**?"

STRUCTURED ACTIVITIES-

The teacher could use a predictable writing chart to ask about the topic- **inside** fun:

Let's do some predictable chart writing:

I like to _____ inside.
I like to _____ inside.
I like to _____ inside.
I like to _____ inside.

VIDEOS, MUSIC, ANIMATED SHORTS

Let Me In! - Simon's Cat | SHORTS #2 (the cat really wants to go INSIDE)
https://www.youtube.com/watch?v=4rb8aOzy9t4&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=28&t=0s

Mystery Box #1 | Preschool Song | Super Simple Songs
<https://www.youtube.com/watch?v=EULQrl3aVik>

(You can have your own mystery box and place items inside)

Inside Out: Guessing the feelings.

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

Guess how they are feeling INSIDE.

ART OR SCIENCE ACTIVITIES

Coffee Filter Sun Catchers by Parent Magazine



Let's use coffee filters to make sun catchers we can put **inside** windows. Students can color them with watercolor markers and then hang it up by a paperclip and spray it with water. Once it's dry, put it in the window and you'll have a sun catcher.

USE OF APPS OR OTHER TECHNOLOGY

Using the app, *My Play Home*, talk about going outside and going *inside* with characters/figures.

Role play and use various communication functions to engage with the student.

WORD WALL- Add the word, **inside** 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 alternate pencil, have students try to type the word on the keyboard or write the word together.