CORE WORDS: Laugh

For Educators, Related Service Providers and Parents

<u>Wait Time:</u> Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I laughed so hard at my brother)

COMMENT (e.g. I laughed)

ASK QUESTIONS (e.g. Did you laugh at the joke?)

ANSWER QUESTIONS (e.g. Yes, I laughed)

EXPRESS A FEELING (e.g. I was so surprised, I couldn't stop laughing)

SHARE NEEDS (e.g. I need a laugh).

ROUTINES AND SCHEDULES

Morning Meeting: Adults can provide two choices of funny songs for students and ask them to pick the one that makes them **laugh** more.

Shared reading: Students can pick a funny book to read and then the adult can model the word, 'laugh' on the talker when they see a funny picture.

PLAY

Adults can model the word, **laugh** in natural environments and occurrences during play or during funny moments during the day.

Adults can start making funny faces, and when the students laugh, the adult can model the word, 'laugh' on the talker.

If watching a funny video during a break time, the adult can model the word, laugh on the AAC system.

READING

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

On Top of Spaghetti The teacher can bring in some pom poms or torn up paper for the spaghetti and then put small rolled up paper on top and act out the song.

The Big Bed by Sankofa Read Aloud

Children's book read along / aloud. 'IS EVERYONE READY FOR FUN?' by Jan Thomas by Story Time Castle

WOLFIE THE BUNNY by Ame Dyckman and Zachariah OHora - Children's Book Read Aloud

BookToons - That Is Not a Good Idea! By Mo Willems

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair up two students with their funny face craft and have the students make funny faces at each other and see who **laughs** first.

The students can comment on the activity with assistance from adults using Aided language Stimulation.

SENSORY MOTOR

Turn on some music and have the students dance and have them do their funniest dances. Let's look at this video of funny dancing.

[Five-Year-Old Tavaris and His Terrific Moves Are Back!](#) (The Ellen Show)

Let's dance along with Tavaris and have fun and **laugh**!

Take some time to talk about how everyone felt when they were dancing and if they were laughing.

STRUCTURED ACTIVITIES

Older students who use AAC often have pre-programmed jokes on their AAC system. Have a comedy show with each student telling a joke. Talk about the word, laugh and how it's fun to do so.

Use predictable chart writing to discuss laughing and humor.

I laugh when _____
I laugh when _____
I laugh when _____
I laugh when _____

I laugh when _____

VIDEOS, MUSIC, ANIMATED SHORTS

We're Going on a Bear Hunt | Popular Song for Preschoolers | The Kiboomers
(The funny part is running back after they see they bear. Pause the song and model the word, **laugh**, as they laugh running back home).

Shake Your Sillies Out 🎵 Brain Breaks Songs for Kids 🎵 Kids Action Songs by The Learning Station

Song: "Head, Shoulders, Knees and Toes" a Starfall™ Movie from Starfall.com
(This song becomes really funny once it speeds up and no one can keep up with it! Enjoy!)

The Cat Came Back - Camp Songs - Kids Songs - Children's Songs by The Learning Station

Hysterical and contagious laughing boy in music class
By Sarah Shonfield Musical Minds

Young Adults

A successful comedian who uses AAC
Lost Voice Guy has the audience ROARING with unique comedy routine | Auditions | BGT 2018 (Britain's Got Talent)

Voice by Choice comedy sketch by Lee Ridley, Lost Voice Guy

ART OR SCIENCE ACTIVITIES

[Funny Paper Plate Faces by](#)

toddler-activities-and-tips.com

Students can create funny faces and adults can model the word, '**laugh**' when students are having fun and laughing during this fun activity.

USE OF APPS OR OTHER TECHNOLOGY

Use the Pictello app to take pictures of the students dancing and together the class can write a story about how the fun pictures and activity made them feel and made them **laugh**.

WORD WALL: Add the word, **laugh** 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 Michaela Sullivan @ **michaelasullivan2@gmail.com**
Thank you!

CORE WORD: Nervous

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION **(**e.g. I am **nervous**)

DESCRIBE (e.g. feel **nervous**)

ASK QUESTION (e.g. you **nervous**?)

ROUTINES AND SCHEDULES

Arrival: Students can use **nervous** to indicate that they are feeling nervous upon arrival at school.

Circle: Students can indicate that they are **nervous** for their turn to share during circle time, or to describe how a friend might be feeling.

Snack/mealtimes: Students can use **"nervous"** to indicate how they feel about trying new foods at snack time.

PLAY

Toys and Games: Students can use **"nervous"** to indicate that they are nervous about playing with a new toy.

Adults can facilitate moments to practice using 'nervous' with a student's favorite toy to indicate how their chosen character may be feeling.

Recess: Recess can be a tricky time for everyone sometimes, there are rules, a lot of people who we don't know, and sometimes people fall down! Students can indicate that they are **nervous** to play with new friends or try a new activity during this time.

READING

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

[How Big Are Your Worries Little Bear by Jayneen Sanders read aloud Ingham County Health Dept](#)

[Hey Warrior by Karen Young Read Aloud by Ami Kosak](#)

[Lena's Shoes Are Nervous - Keith Calabrese & Juana Medina Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate that they are **nervous** when meeting a new friend, students can also use "nervous" when a friend asks them how they are doing.

SENSORY MOTOR

Adults can talk about how our bodies might feel when we are **nervous** (e.g. "when I feel nervous, I feel butterflies in my stomach" or "when I am nervous my head feels dizzy").

Additionally, adults can help students brainstorm some sensory-motor activities that help them when they are feeling nervous. (See August, level 1 'take a break' activity sheet for some soothing sensory activities).

STRUCTURED ACTIVITIES

Adults can explicitly teach "**nervous**" by explaining that we feel nervous when we aren't sure what is going to happen next (e.g. "We might feel nervous when

we are doing something new, or when we are about to try to do something on our own).

Students and adults can also talk about some strategies that help them when they feel nervous (e.g. when someone helps them, a hug, a break, etc.).

ART OR SCIENCE ACTIVITIES

Students can create an emoji who looks **nervous**. On the back, adults can help students write "nervous" and put the symbol/symbol sequence for 'nervous' as well. Adults and students can write a few sentences that may help future communication partners understand this students unique nonverbal communication system with phrases such as, "I am nervous when someone starts pushing my wheelchair without me knowing who it is", or "when I'm nervous I need help."

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a "nervous" story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence with the word nervous (e.g. '**nervous** when mommy leaves'). If possible, include the icon sequence for "nervous" to make modeling easier for all communication partners, and so the child can visually see their system's representation of anger in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

[Why Do We Get Nervous? | Nervousness and Anxiety](#)

[Cartoon for Kids!! Nervous System. Science for Children](#)

[Anxious | The Feels: A Story About You and Your Feelings | Kids Learn Emotions | UniLand Kids](#)

WORD WALL: Create a WordWall and add **'nervous'** 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 Alisa Lego on Instagram **@newfriendscollective**
Thank you!

CORE WORD: Easy

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WAYS WE CAN USE THE WORD

COMMENT: About a task etc. (e.g. That was **easy**)

COMMAND: (e.g. Take it easy)

GOSSIP: (e.g. His life is easy)

REQUEST: (e.g. Give me an easy problem)

DESCRIBE: a task etc. (e.g. easy money, easy peasy)

ROUTINES AND SCHEDULES

Expressing to others about routine activities completed, (e.g., Spelling today was **easy** because…, We played an easy math game.)

PLAY

During play, a student might request an **easy** turn when playing a game (e.g. please give me an easy one)

READING

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

WAITING IS NOT EASY! -by Mo Willems | Read by Kids Stories Tube

https://www.youtube.com/watch?v=dpMdOh2tEWE

THE GIRL WHO NEVER MADE MISTAKES | Read by Kid Time Storytime

https://www.youtube.com/watch?v=JC_8TYUDth8&t=271s

THE MOST MAGNIFICENT THING -by Ashley Spires | Read by Mr. Paulson Reads

https://www.youtube.com/watch?v=UM8oN4yzJqw

YOU CAN DO IT BERT! -by Ole Könnecke | Read by Giocare Preschool

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can find a partner to share with each other one thing that they did the day before that was **easy**. (can also be done as whole class activity)

SENSORY MOTOR

Students can use tangrams and their picture cards to try and recreate different patterns. Students can then determine if the puzzle was **easy** or not easy.

STRUCTURED ACTIVITIES

Students can complete a survey of the people around them. Questions can include:

Saying hi to a friend: **easy** or not easy?

Tying shoes: easy or not easy?

Asking for help: easy or not easy?

Giving a hug: easy or not easy?

Taking a turn: easy or not easy?

Students can share their findings as a whole group, with a partner or adult.

ART OR SCIENCE ACTIVITIES

Students can use any preferred art materials to create a project that depicts something that is **easy** for them.

USE OF APPS OR OTHER TECHNOLOGY

Pictello- Students can create a story using **easy** in one of the ways mentioned above.

Kid in Story- Students can create their own book about things that are easy and not easy for them to do. They can add pictures of themselves doing these tasks.

Clicker Writer- students can write sentences using easy in one of the ways mentioned above.

Abilipad- Same as above.
https://appytherapy.com/abilipad/

VIDEOS, MUSIC, ANIMATED SHORTS

SESAME STREET: DANCING IS EASY

https://www.youtube.com/watch?v=DSQRxdoXb3Q

WORD WALL: Create a WordWall and add **easy** 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](#)

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

CORE WORD: Hard

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMMENT: about a task etc. (e.g. Riding a bike is **hard**)

DESCRIBE: (e.g. The floor feels hard)

GET HELP: (e.g. She had a hard fall)

ASK A QUESTION: (e.g. Will this be hard?)

GIVE DIRECTION: (e.g. Take a hard left)

COMPLIMENT: (e.g. Thank you for your hard work)

ROUTINES AND SCHEDULES

At the end of the day using the daily schedule, students can discuss something that they had a **hard** time doing at school that day. (e.g. my math assignment was hard, etc.) Adults can brainstorm with students' different ways they can practice the things they have a hard time doing.

PLAY

Toys and Games: During pretend play, adults can comment and model on the device on what the student is doing. (e.g. wow! Those trucks crashed really **hard**; I see you building with the hard-wooden blocks)

READING

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

I CAN DO HARD THINGS- By Gabi Garcia| read by Kid Time Storytime

https://www.youtube.com/watch?v=CF4kQfEVJLM&t=1s

THE THING LOU COULDN'T DO – By Ashley spires| read by Read Aloud Books for Kids

https://www.youtube.com/watch?v=WLdAXyZ7_iQ

I CAN'T DO THAT, YET | Read by Kid Time Storytime

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

ROCKS: HARD, SOFT, SMOOTH, ROUGH – By Natalie M. Rosinsky| Read by Christine Hubbell

https://www.youtube.com/watch?v=FEaO71075g8

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can discuss what to do if their schoolwork is too **hard** and they become frustrated.

School work

Sometimes when I try to do schoolwork, I feel frustrated.

When I feel like that there are some things I can do

I can put up my hand and tell the teacher "This is too hard for me".	
I can say, "I need help"	
I can look at my schedule and see what we're doing next.	
After I do a little work, I can do something fun.	

SENSORY MOTOR

Sensory play with rocks. Students can use **hard** rocks and play dough to create shapes, faces, etc. Adults can comment on what the student is making.

https://mrsplemonskindergarten.com/2017/06/10-ways-to-play-with-rocks-sensory-summer.html

STRUCTURED ACTIVITIES

Students can interview a member of their classroom community (student or adult) about a time that person had a **hard** time doing something and what

they did to persevere. Students can write about their interviews by writing or using an alternative pencil.

ART OR SCIENCE ACTIVITIES

Using a variety of different objects and materials, students can hypothesize if the object will feel **hard** or not hard.

USE OF APPS OR OTHER TECHNOLOGY

The student can write a story in *Pictello* or Book Creator about something they have a **hard** time doing and why it is important to keep practicing that task.

VIDEOS, MUSIC, ANIMATED SHORTS

SESAME STREET: BRUNO MARS: DON'T GIVE UP

https://www.youtube.com/watch?v=pWp6kkz-pnQ

WORD WALL: Create a WordWall and add **hard** 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.

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