

CORE WORD: **Dance**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. We like to **dance** at the end of the day.)

COMMENT: (e.g. He is **dancing**)

ANSWER QUESTIONS: (e.g. Yes, I like to **dance**)

REQUEST: (e.g. Can I **dance** too?)

ROUTINES AND SCHEDULES

Adults can create a **dance** to do at the beginning of the day, or whenever the class comes back from recess, lunch, etc. to **dance** their sillies out. They can use the song: Shake your sillies out courtesy of the Learning Station
https://www.youtube.com/watch?v=NwT5oX_mqS0&list=PLVrAmG1c3yD911Ru-SchV5DoeV8lQRnm4&index=6

PLAY

Freeze **dance** games can be played as a class. Students can take turns **dancing**, picking the music, and pausing the music.

Students can engage in pretend play and dress up as ballerinas or other **dancers** and put on a **dance** recital that their friends or stuffed animals can watch.

READING

Dinosaur Dance! By Sandra Boynton, courtesy of Alter Storytime:

https://www.youtube.com/watch?v=GKahpvSkzfk&ab_channel=AlterStorytime

Giraffes Can't Dance by Giles Andreae, courtesy of Venon Sim:

https://www.youtube.com/watch?v=5Phal1QU1wA&ab_channel=VenonSim

Barnyard Dance! By Sandra Boynton, courtesy of Jennifer Wentworth:

https://www.youtube.com/watch?v=Se2KVqGQoUI&ab_channel=JenniferWentworth

Elephants can't dance! By Mo Willems, courtesy of SnuggleBug StoryTime:

https://www.youtube.com/watch?v=HupcfibCjCY&ab_channel=SnuggleBugStoryTime

Saturday Night at the Dinosaur Stomp by Carol Diggory Shield, courtesy of Matt Huitt:

https://www.youtube.com/watch?v=3MsXXQk8Yq8&ab_channel=matthuit

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about their favorite kind of **dance** with their classmates. They can take turns asking each other and other adults to **dance** and dance in front of the class.

SENSORY MOTOR

Freeze **Dance** painting: Students and Adults can take off their shoes, dip their feet into paint and dance along a sheet of butcher paper to create a freeze

dance painting. This can be done using music to pause and freeze or just **dancing** to the music in your head.



STRUCTURED ACTIVITIES

Students can create smart charts about when they like to **dance**.

I like to dance when _____.
I like to dance when _____.
I like to dance when _____.
I like to dance when _____.
I like to dance when _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

Sesame Street Dancing Shoes courtesy of Sesame Street:

https://www.youtube.com/watch?v=Gtl63Nb-w4&ab_channel=SesameStreet

Freeze Dance song courtesy of Kiboomers:

https://www.youtube.com/watch?v=2UcZWXvgMZE&ab_channel=TheKiboomers-KidsMusicChannel

I don't dance from High School Musical 2 Courtesy of Disney Music VEVO:

https://www.youtube.com/watch?v=sBAN0S3rW-l&ab_channel=DisneyMusicVEVO

Can I have this dance? From High School Musical 3 Courtesy of Robert Paul Baquing:

https://www.youtube.com/watch?v=fCa8pxUtN1s&ab_channel=RobertPaulBaquing

Young Adults:

I wanna dance with somebody by Whitney Houston:

https://www.youtube.com/watch?v=eH3gialzONA&ab_channel=whitneyhoustonVEVO

Dancing in the Moonlight by King Harvest courtesy of Jermang:

https://www.youtube.com/watch?v=hMc8naeeSS8&ab_channel=jermayang

Dancing Queen by ABBA:

https://www.youtube.com/watch?v=xFrGuyw1V8s&ab_channel=AbbaVEVO

You Make me Feel like Dancing by Leo Sayer Courtesy of Rescue 567:

https://www.youtube.com/watch?v=HhSjwU8gEst&ab_channel=rescue567

I Don't Feel like Dancing' by Scissor Sisters:

https://www.youtube.com/watch?v=4H5l6y1Qvz0&ab_channel=ScissorSistersVEVO

I Don't Dance by Lee Brice:

https://www.youtube.com/watch?v=fBEBbgQEJy4&ab_channel=LeeBrice

ART OR SCIENCE ACTIVITIES

Ballerina art can be created. Print out the template courtesy of Paper and Glue. Use whatever color the student wants to create the tutu on the ballerina.
http://www.paper-and-glue.com/2017/06/ballerina-craft-kids-tissue-paper.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes



USE OF APPS OR OTHER TECHNOLOGY

Just Dance Now! App has dances to songs for free and more songs available for purchase <https://apps.apple.com/us/app/just-dance-now/id833517462>

https://play.google.com/store/apps/details?id=com.ubisoft.dance.JustDance&hl=en_US&gl=US

Toca Dance allows the user to have different characters do different dances: <https://apps.apple.com/us/app/toca-dance-free/id1091215595>

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: **Break**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

ASK QUESTIONS: (e.g. Can I have a break?, Did it **break**?)

DIRECT ACTION: (e.g. **break** it)

TELL SECRETS: (e.g. I **break** that)

GET HELP: (e.g. help me **break**)

INSTRUCT: (e.g. You can **break** it in half)

PROTEST: (e.g. I'm not taking a **break** now)

AGREE: (e.g. I think it's time for a **break**, too).

SHARE AN IDEA: (e.g. I can ask for a **break** if I need one).

MAKE CHOICES: (e.g. When I get a **break**, I can make a choice of what I want to do).

SHARE PHYSICAL NEEDS: (e.g. Because I'm so tired, I need a **break**).

COMMENT: (e.g. Give me a **break!**).

EXPRESS FEELINGS: (e.g. After I take a **break**, I feel better).

For the purpose of this activity, **break** means to separate into pieces, damage or if something is no longer functioning. Self-regulatory 'break' activity ideas can be found in the August level 1 posting under 'take a break'!

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use 'break' during snack time to indicate that they would like their snack to be broken into smaller pieces.

Tabletop Activities/Centers: Students may signal after a period of time that they need a **break**. Familiar communication and educational 'smart partners' often read the signal(s) and may be able to gauge when a break is needed, before a student is able to express or request it. Modeling the need for a **break** on the AAC system and then providing the student with a break, helps them understand how to ask for the **break** that they truly need to self-regulate and access the curriculum.

Circle: Students can use 'break' during circle time to indicate that an object has a rip in it (e.g. their book) or if something isn't working right (e.g. the music isn't playing).

PLAY

Toys and Games: Students can say 'break' to indicate that their toy or game is not working or is falling apart. And in this case, adults can respond that they will help and see if they can 'fix' it.

Recess

There are beginnings and endings to every activity. While students are on the playground, many may need or wish to change activities or even rest because they are tired. This may be a perfect opportunity for adults to model that such students may need a **break** or may wish to change activities and make another choice.

READING

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

[I Broke My Butt Courtesy of Tara LaPorte](#)

Here are some books on Tar Heel reader that contains the word, break:
<https://tarheelreader.org/>

[Tarheel Reader- Winter Break](#)

[Tarheel Reader- Spring Break](#)

[Tarheel Reader- What Can I do when I'm Frustrated](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **break** to indicate that they wish to share something with their friend. For example, if a student has a cookie, they can use 'break' to alert an adult that they wish to break this cookie in half and share it!

[Social Skills Video: Taking a Break to Calm Down](#)

[Video Model - Ask for a break at work - device.m4v](#)

SENSORY MOTOR

In order to incorporate some sensory motor context for the word break, students and adults can **break** sticks (safely).

[Breaking Sticks Courtesy of Twobrothers](#)

STRUCTURED ACTIVITIES

Adults can facilitate a conversation about what '**break**' means by explaining to students that 'break' means to separate into pieces. **Break** may also represent that something is not working right!

Students can

[You Break It, You Buy It | Courtesy of Funny Videos 2019](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[Little Boy Trying to Break Board in Taekwondo | Courtesy of The New Karate Kid](#)

[Break The Piñata | Hit It And Break The Piñata! | Courtesy of HiDino Kids Songs](#)

[Shake Break Exercise Song for Kids | Courtesy of Pancake Manor](#)

[Bring It Down - Flow | Courtesy of GoNoodle](#) (a calming video to help others relax-possibly to be used when someone needs a break).

[Brain Breaks - Action Songs for Children - It's Time To Take a Break](#) Courtesy of Mr. Gaston Woodland

ART OR SCIENCE ACTIVITIES

Students can experiment with

[Egg Drop Project Ideas Science Experiments for Kids - Ryan's World](#) Courtesy of Ryan's World

USE OF APPS OR OTHER TECHNOLOGY

Italicized application name **one bolded core word** in each section font size 12

[10 Brain Breaks Ideas & Apps For Your Classroom by Brittany Oconnell](#) (a compilation of resources and apps to assist with brain breaks)

[8 Apps to Help Improve Self-Management by KGH Autism Services](#) (A compilation of resources to assist students in managing a schedule and time)

[First and Then Visual Schedule HD app](#) Provide the opportunity to create numerous visual supports within this app: First Then boards, Visual Schedules, Task Analysis, Social Stories, Choice Boards, Video Models. Adults can use this app to teach the student how and when to take a break, and even embed the need to take a break in the visual schedule.

WORD WALL: Create a WordWall and add '**break**' 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](#).

Thank you!

CORE WORD: **Wait a Minute**

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WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g. please **wait a minute**)

PROTEST: (e.g. **wait a minute**)

AFFIRMATION: (e.g. yes, **wait a minute**)

EXPRESS CONFUSION: (e.g. what? **wait a minute**)

ROUTINES AND SCHEDULES

Circle: Students can use '**wait a minute**' if someone interrupts them while they are sharing during circle time. Students can also use 'wait a minute' if they aren't ready to share at circle time yet.

Snack/mealtimes: Students and adults can use "**wait a minute**" when they need more time to finish up eating or would like to try to open their snack without help.

PLAY

Toys and Games: If someone tries to take a toy or game from a student, they can use "**wait a minute**" to let them know they aren't ready to share yet. Students can use this phrase as a way of letting people around them know they aren't ready to stop what they are doing and would like more time.

Recess

Students and adults can play freeze tag and use their '**wait a minute** yield' sign as a visual aid in 'freezing' their friend (see Art and Science Activities for more details on this). Adults can model that when you get 'tagged' with the wait a minute yield sign, you must wait for someone to unfreeze you!

Here's a video on how to play freeze tag - or in this case, 'wait a minute' tag.

[ESL Games That Are Fun | Freeze Tag | Courtesy of Easy ESL Games](#)

READING

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

[Waiting is Not Easy! By Mo Willems Courtesy of Kids Story Tube](#)

[Cork and Fuzz by Dori Chaconas - Coco's Reading Time Courtesy of Ovi](#)

[Waiting by Kevin Henkes | Read aloud Book for Kids - Courtesy of SnuggleBug StoryTime](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**wait a minute**" when they are talking to a friend and someone interrupts them. Students can also use "wait a minute" to inform others that they are working on a message and to be patient while they complete their message themselves. Students can also use 'wait a minute' if they have a question or a comment while their friend is telling them a story.

Here is a helpful video in explaining the importance of teaching 'waiting' as a crucial turn taking skill.

[Just Play! Teaching Turn Taking And Waiting - Courtesy of ESC Region 13](#)

SENSORY MOTOR

'Wait a minute' Freeze Dance: Students and adults can have a dance off and whoever is in charge of the music can hold up the '**wait a minute**' yield sign (see Art and Science activities) as the cue to freeze while an adult simultaneously pauses the music!

Adults can use this song to play freeze dance, any other song works just fine too.

[The Dance Freeze Song | Freeze Dance | Courtesy of Scratch Garden](#)

Students and adults can also play 'red light, green light' and instead of saying "red light", adults can model "**wait a minute**" while holding up the yield sign to signify that the students should pause their bodies and stop running. Once the students understand the flow of the game, a student can be the 'wait a minute' instructor.

STRUCTURED ACTIVITIES

Adults can hold a facilitated conversation about the new phrase '**wait a minute**' in order to teach students what it means and when this phrase may come in handy.

Adults can teach students that when they are becoming overwhelmed, confused, or have an idea they can use "**wait a minute**" to let people know they need a quick pause.

This is an important phrase especially in regard to the complex communication systems that we are supporting students in learning and using. Sometimes it takes more time to complete a message and as adults we want to make sure the students have a way of letting others know they are working on a message.

For more information on wait time, please see September's strategy of the month!

VIDEOS, MUSIC, ANIMATED SHORTS

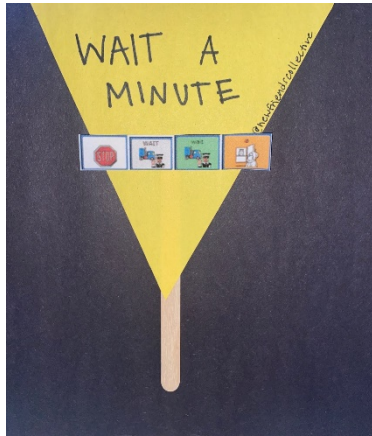
[Wait a Minute! - Willow Smith lyrics Courtesy of Roses](#)

[Rihanna - Lemon \(Clean Version\) Courtesy of Vibe Nation](#)

[How To Train Your Dog To Wait Before Eating - Professional Dog Training Tips](#)
Courtesy of McCann Dog Training

ART OR SCIENCE ACTIVITIES

'Wait a Minute' Yield Sign: Students can create a yield traffic sign with yellow construction paper and a popsicle stick that says 'wait a minute' on it. Adults can help students in writing the phrase on this sign, as well as print out the students' symbol sequence for **'wait a minute.'** Example created by Alisa Lego.



[The Marshmallow Experiment - Instant Gratification Courtesy of FloodSanDiego](#)

Adults can try this experiment at home or school with any variation of a marshmallow (e.g. skittle, piece of a peanut-butter sandwich, a pea, etc.) and highlight the importance of **'wait a minute.'** Delayed gratification is a tricky executive function skill for so many students!

USE OF APPS OR OTHER TECHNOLOGY

Adults can use a visual timer app *Visual Timer Countdown* to emphasize the **'wait a minute'** meaning in context. Students can use this timer when they would like more time on a specific task throughout the day such as snack time, or story time. Adults can teach students that they have a way to tell others to 'wait a minute' and pair it with a visual timer in order to ensure that adults and students are on the same page with how long this waiting period can last.

WORD WALL: Create a WordWall and add **'wait a minute'** 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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Courtesy of Edmonton Regional Learning Consortium

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