CORE WORD: He/She

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: **He/She** went to the movies yesterday and saw___.

NEGATION/DENY: **He/She** can't do that

COMMENT: **He/She** did a great job.

GOSSIP: **He/She** told everyone about it.

ASK A QUESTION: Did **he/she** get back from the store yet?

ANSWER A QUESTION: **He/She** ate the rest of the pizza.

GET HELP: **He/She** needs help

GAIN ATTENTION: Here **he/she** is!

INITIATE: **She/he** is here, at last!

DIRECT ACTION: **He/she** can open the window.

DISAGREE: **He/she** can't do that.

ROUTINES AND SCHEDULES

Circle Time: During morning meetings, adults can point to each student's name and then ask others, "Is he/she here today?" Students can respond using a full sentence, ("**He/she** is or is not here.")

Washing hands: Adults can have students line up and indicate who will be washing their hands next, using pronouns, and referring to students as **he/she**. working in pairs and can model helping each other with proper hand washing. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give ___ to him' or **her**, when providing the materials and supplies.

Exercise: During exercise, students can find opportunities to comment on what other students are doing. Provide opportunities to use the AAC system to comment and describe what is happening using pronouns **he/she** and modeling production of complete sentences.

Snack: During snack, students can comment and describe/talk about what their friends were eating, using pronouns, (**he/she**). Adults can use Aided Language Stimulation to ask about what students were eating and then commenting using complete sentences. (e.g. He/she is eating goldfish).

PLAY

Using puzzles or color forms to dress a girl or boy figure, students can have the opportunity to use pronouns: **he/she,** to comment on what each was wearing, (e.g. He/she is wearing pants, shirt, shoes).

Dress up: While playing dress-up or playing 'house' in a preschool classroom, students can comment using **he/she** to state what others are wearing or doing. (The key- to associate such pronouns to gender).

Recess: While out at recess, adults can ask students what some of their peers are doing. Adults can model use of the pronouns, **he/she** to respond to such questions to make comments. This would not only address focusing on pronouns, but also action words.

Young Adults

Video games: Young adults can comment on how their peers are doing and performing in the game, referring to them by **he/she**.

Board Games, Cards or Online (Board-type Games or Card games: While playing a board or online game, adults and students can comment on who will go next, whose turn it is or indicate where **he/she** is on the board or who is winning.

READING

Here are some suggested books on YouTube that can assist in teaching the core words He/She:

[Corduroy Animated Children's Book](#) by Don Freeman. Courtesy of the Fairy Fable. Students can talk about the main characters in the book, Corduroy and the little girl who wanted him, (and referring to them as **he/she**).

[The Elves and the Shoemaker read by Chrissy Metz](#), retold from the Brothers Grimm, By StorylineOnline

SOCIAL INTERACTIONS AND VIDEO MODELING

[Video Modeling | Responding to Peers & Sharing Toys](#) Courtesy of Libby Shannon Collier. Adults can comment how the boys are sharing toys with one another, using and modeling the word, "**he**".

[Sharing and Taking Turns (Original) - - Modeling Good Behavior (ASD)](#) Courtesy of Harmony Square. Please watch, listen and have students comment on how the two girls shared and played positively with each other. There are many opportunities to both hear the word, "**she**" in the video and model its use when commenting on the video.

Young Adults

Here's a great video about [Conflict Resolution from BrainPOP](#). Adults can ask students questions about what is happening and comment on what **he** or **she** is doing in the video and if they agree or disagree.

SENSORY MOTOR

Adults could target and create Action Word Symbols for the students to act-out. (e.g. walking, standing, sitting, eating, drinking, crawling, etc.). Students can describe and comment on what each person is doing, using pronouns, **he** or **she**, respectively.

STRUCTURED ACTIVITIES

Using the above Action Word Symbols, adults can provide a complimentary literacy activity with Predictable Chart Writing. Gender specific pronouns can be discussed and modeled, (boys-**he**; girls-**she**)

He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.
He is _____.
She is _____.

VIDEOS, MUSIC, ANIMATED SHORTS

[Dumbo takes a Bath](#) Courtesy of Dumbo Lover. Students can comment on what Dumbo, (**he**) is doing and how his mother (**she**) is helping him.

[He - She | Core Vocabulary Song](#) Courtesy of Speech and Language songs.

[Pronouns Song - He, She, It, They | Songs for Speech Therapy and ELD](#) Courtesy of Songs for Speech

[Kindergarten: He and She](#) Courtesy of Luzel Ann Carmen

[That Time of Year (From "Olaf's Frozen Adventure")](#) Courtesy of DisneyMusicVevo

[Bibbidi Bobbidi Boo (cinderella ENG)](#) Students can comment on the magic of Cinderella and refer to the characters as he or she.

[Mary Poppins - Chim Chim Cher-ee](#) Courtesy of Tony Parra (Students can comment on what is happening in the song).

Young Adults
[Train - Meet Virginia](#), by Train and Courtesy of Train (This song, provides many opportunities to hear and comment on Virginia and use the word, '**she**.')

[Queen - You're My Best Friend (Official Video)](#) Courtesy of Queen Official. This song provides the opportunity to talk about students' friends and what is special about them, (referring to them as **he** or **she**).

[Beyoncé - Halo](#) Courtesy of Jay-Z. Students can have the opportunity to watch and comment on what **he** and **she** are doing in the music video.

[SNACK ATTACK | Animated Short Film | ANIMATION HD](#) Courtesy of MellowDrop Media. This animated short provides an excellent opportunity to comment on what he or she was doing in the video and the misunderstanding that ensued.

ART OR SCIENCE ACTIVITIES
[Easy Paper Doll Making Tutorial | Aloha Crafts](#) Courtesy of Aloha Crafts. Watch this video tutorial to learn how to make a paper doll. Once you learn how to make the dolls, younger students can make them, too. Students can determine if they are a boy or a girl doll.

[Minnie & Mickey Mouse Paper Plate Craft](#) by Simple Everyday Mom This paper plate activity comes with downloadable cutouts of Minnie and Mickey.

USE OF APPS OR OTHER TECHNOLOGY

Use the [Pepi Bath app](#) to talk about what **he** or **she** needs to perform the Activities of Daily Living

Use the *[Pepi Bath 2 app](#)* to talk about what **he** or **she** is doing as part of their daily routines.

Use the *[My Play Home app](#)* (the digital dollhouse) and gather multiple people in the kitchen and adults can model what **he** or **she** is doing.

Use the [free My Play Home app](#) to have a more limited number of rooms to play in, but yet a fun app to practice using the pronouns, '**he**' or '**she**'

Students can use their AAC systems to locate the word, 'he' or 'she' on their robust AAC systems and locate the words and then try to spell them on the keyboard with or without word prediction.

WORD WALL: Add the words, **he** and **she** 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](#) Courtesy of Edmonton Regional Learning Consortium

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

CORE WORD: Is

Descriptive Teaching Model

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION **(**e.g. this **is** good)

COMPLEMENT (e.g. she **is** pretty)

AFFIRM (e.g. this **is** correct)

NEGATE (e.g. this **is** over)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can go around the table and take turns talking about or labeling their food (e.g. "this **is** a cracker".

Circle: During circle time, students can participate in show and tell and use 'is' when introducing their item (e.g. "this **is** a doll").

PLAY

Toys and Games: Students can play with any toy and talk about what it **is**. (e.g. this **is** a doll, this **is** a ball, etc.)

READING

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

This **is** my Book by Mark Pett, courtesy of KidTimeStoryTime: https://www.youtube.com/watch?v=chqfW6ufXIk&ab_channel=KidTimeStoryTime

This book talks about how it **is** Mark's book and the different rules that Mark has for his book. However, Mark has a panda in his book that doesn't necessarily listen to his rules.

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=68s&ab_channel=MissSofie%27sStoryTime-KidsBooksReadAloud

This book is about a house that **is** napping. Everyone **is** napping in the house and there is a repeated line of "where everyone **is** sleeping".

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about how everyone **is** feeling and how different scenarios make everyone feel.

SENSORY MOTOR

Students and adults can use a sensory bin and play a game of "What **is** it?" Students and adults can take turns talking about what each item **is** that they pull out of the sensory bin.

VIDEOS, MUSIC, ANIMATED SHORTS

Sight word **is** by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel:
https://www.youtube.com/watch?v=rw6TATRIIGk&ab_channel=JackHartmannKidsMusicChannel

Is Song courtesy of Have Fun Teaching:
https://www.youtube.com/watch?v=ySoSy56mO8c&ab_channel=HaveFunTeaching

Young adult:

What time **is** it? From High School Musical 2, courtesy of DisneyMusicVevo:
https://www.youtube.com/watch?v=3hOP7qPDyI4&ab_channel=DisneyMusicVEVO

Fight Song by Rachel Platten, courtesy of Rachel Platten:
https://www.youtube.com/watch?v=xo1VInw-SKc&ab_channel=RachelPlattenVEVO

This **is** Me from The Greatest Showman, courtesy of Atlantic Records:
https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords

Rewrite the Stars from The Greatest Showman, courtesy of Fox Family Enterntainment:
https://www.youtube.com/watch?v=yO28Z5_Eyls&ab_channel=FoxFamilyEntertainment

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word 'is' means. The following links can be used to do that! Adults can model the word 'is' in many different contexts.

Is definition and meaning | Collins English Dictionary

Is | Definition of Is

Students can practice using the word 'is' with support and modeling from adults when labeling objects in the environment (e.g. "this **is** a table", "this cup **is** hot").

ART OR SCIENCE ACTIVITIES

Using construction paper, markers, and any other available art supplies students and adults can decorate an equals sign to represent '**is**'.

USE OF APPS OR OTHER TECHNOLOGY

Any application can be used for the word **is**. To use this word, simply talk about what **is** happening in each application and put emphasis on the word **is.**

WORD WALL: Create a WordWall and add **'is'** 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 Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram **@newfriendscollective**
Thank you!

CORE WORD: Sleep

Descriptive Teaching Model

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WAYS WE CAN USE THE WORD

INSTRUCT (e.g., Close your eyes and go to **sleep**.)

PROVIDE/MAKE A CHOICE (e.g., You can read a book or go to **sleep**.)

SHARE AN IDEA (e.g., Do you want to **sleep** over at my house?)

SHARE PHYSICAL NEEDS (e.g., I am going to **sleep** off my headache.)

ROUTINES AND SCHEDULES

Circle: During morning meeting, adults can ask students how they slept the night before (How did you **sleep**?). Adults can model on student's devices, "I sleep (slept) good" or "I sleep (slept) bad".

PLAY

Toys and Games: Students can participate in a **sleep**over pretend play themed activity. Students and adults can use puppets, plushies, or dolls, to create a sleepover in the classroom. Students can play sleepover with these items and even come to school dressed in pajamas!

READING

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

I Don't Want to go to Sleep by Dev Petty- Read by Lights Down Reading

https://www.youtube.com/watch?v=upBxwCIIbL4

Even Superheroes Have to Sleep by Sara Crow-Read by Book Reading with Sammy

https://www.youtube.com/watch?v=ej2TVzW8Ia4

Pete the Cat and the Bedtime Blues by Kimberly and James Dean-Read by Jacqueline Mitchell

https://www.youtube.com/watch?v=E8pgIeiXJ2A

Dr. Seuss's Sleep Book-Read by Storytime with Miss Jeannie

https://www.youtube.com/watch?v=9tHN1Sk9eU0

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can give a survey to their classmates and adults asking which bedtime stories they like to read before they go to **sleep**.

SENSORY MOTOR

Adults can create a calming corner in the classroom to take a break, **sleep**, or get their sensory needs met. https://www.journal-news.net/journal-news/calming-corners-help-de-stress-young-students/article_44d2dda9-ea7e-5707-9cfe-17ddd22520cc.html

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: The Sleep Song! With Bert and Ernie

https://www.youtube.com/watch?v=7YWIEA4sV2U

Sleep Meditation for Kids | Relax in Nature by New Horizon Meditation and Sleep Stories

https://www.youtube.com/watch?v=CM0OoOIESfc

STRUCTURED ACTIVITIES

Students can bring in pictures of their beds to share where the **sleep**. Adults can create a chart with all of the pictures.

Miss Abbie sleeps here!
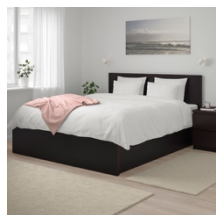
_____ sleeps here!
_____ sleeps here!

ART OR SCIENCE ACTIVITIES

As an accompanying activity to _Dr. Seuss's Sleep Book_, students can create the **sleepy** character from the book. https://abcsofliteracy.com/the-sleep-book-paper-plate-craft/

USE OF APPS OR OTHER TECHNOLOGY

Baby Sleep Show Lullaby Music by Justin Cohen, https://itunes.apple.com/us/app/baby-sleep-show-lullaby-music/id1046396598?mt=8

Stop, Breathe & Think Kids: Focus, Calm & Sleep by Stop, Breathe & Think, https://appsto.re/us/07VDib.i

WORD WALL: Create a WordWall and add **'sleep'** 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: Come

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WAYS WE CAN USE THE WORD

INVITE/REQUEST (e.g., **come** again, please **come**, **come** play, **come** up, **come** show me)

PROTEST (e.g., no **come**, don't **come**, don't want to **come**)

TELL A STORY (e.g., when **come, come** first, **come** last, **come** fast, **come** and go)

ANSWER QUESTIONS (e.g., want to **come**, **come** now)

ROUTINES AND SCHEDULES

Transitions:

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Adults can model the word as they help students check their visual schedules (e.g. **come** look) and transition to their next activity (e.g., **come** here, **come** play, **come** read).

Snack/mealtimes:

Students can tell their peers when it is time to go to snack (e.g. **come** eat).

Adults can assign a role of "snack monitor" to a particular student. The student can call students by name or by groups to "**come** eat". Adults can facilitate by providing a visual or list of classmates' names/groups and setting up a routine where students wait to be called for snack time.

Circle:

Students can tell who can come to the class/family outing or virtual field trip (e.g. I **come**). Students can share if they can come, and notice if their classmates can come.

Adults can describe two times when the trip can happen, then ask "who can **come**?" for each time. Adults can show a visual calendar with students' names under the times they are free.

Students can choose the time for the trip when all the students can come. Adults can add the trip to a shared calendar for everyone to see.

PLAY

Toys and Games:

Students can play pretend they are going on a boat together. Each student can tell the next person to get on the boat (e.g. "**come** on") until the boat is too full.

Adults can spray water on students' feet with a spray bottle to pretend the very-full imaginary boat is sinking. Students can escape the sinking boat and convince their friends to escape too (e.g., "please **come**," "**come** out").

Recess:

Adults can set a related theme of the day, for example "Doing Things Together", and read a book that shows characters doing this (e.g. *I am invited to a Party! By Mo Willems*).

Students can pick a game to play and invite another student to play with them (e.g. "come **play**"). At the beginning of recess, adults can model "**come** play" on students' devices, offer choices of toys, and choices of students nearby to invite to play.

READING

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

I am Invited to a Party! By Mo Willems from YouTube courtesy of Snugglebug Story Time

https://www.youtube.com/watch?v=66X3cSVOus8

Pirates Go to School by Corinne Demas

https://www.youtube.com/watch?v=8lrDJ4AxHjo

Let's Celebrate by Kate DePalma

https://www.youtube.com/watch?v=rTTiK_s2ASM

SOCIAL INTERACTIONS AND VIDEO MODELING

When walking out of the classroom to recess/cafeteria, adults can model the word, (e.g. "**Come,** let's go"). Students can have a classroom buddy whom they remind to come with the class (e.g. "**Come** on").

During snack/lunch time, students can invite another student to come join them (e.g., "**come** over", "**come** sit here").

SENSORY MOTOR/GROSS MOTOR

Adults can model the word while encouraging students to crawl in and through a play tunnel (e.g., **come** in, **come** here) - Courtesy of The OT Toolbox.com

Adults can also model "come" while encouraging students to walk through a maze with monster feet and/or tin can stilts - Courtesy of Regional Physical Therapy, Inc (e.g. **come** on, **come** here). Adults can create a maze on the floor using tape, or sidewalk chalk if outside, and place a few low obstacles along the path. Students can maneuver through the path wearing their monster feet/tin can stilts. Students can encourage classmates as they try the maze (e.g. **come** on Susan!).

VIDEOS, MUSIC, ANIMATED SHORTS

Come On Eileen by Dexys Midnight Runners courtesy of Dexy Official

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

Come And Get Your Love by Redbone courtesy of Araragi Koyomi

https://www.youtube.com/watch?v=0RUAlxVnMFo

STRUCTURED ACTIVITIES

During circle or large group instruction, adults can review the word **come** and model finding **come** 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., Fun At Home). Adults can model how to complete the sentence starter, "**Come** over and ……" and write it on a chart. Students then brainstorm ideas with their partners. Students can take turns sharing their ideas "**Come** over and …" 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 photo images that go along with their ideas into a classroom story. Here is an example from Tar Heel Reader: **Come** Over and Play!

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *"I am Invited to a Party!"* By Mo Willems, students can create their own party invitations to ask their classmates to **come** to their party.

USE OF APPS OR OTHER TECHNOLOGY

Knock Knock Family is a wonderful app to teach the word **come**. After students hear a door knock/doorbell, students can ask "Who's there?" After students touch the door to open it, students can invite the visitor in (e.g., "Hi _____, **Come** in."). You can also personalize the game by creating your own visitors from photo albums or simply taking snapshots within the app!

My Play Home is an engaging app which features a family of five and a choice of different rooms throughout their house. You can choose which family members you want in each room and interact with objects in the scene. Students can call family members to **come** into different rooms in the house (e.g., "**Come** to the kitchen"). Students can also invite family members to engage in different activities (e.g., **"Come** watch TV", "**Come** play").

WORD WALL: Create a WordWall and add **'come'** 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu, Alice Mui @ amui2005@hotmail.com, and Abbie Duarte @ aduarte3@mail.sfsu.edu.

Thank you!