

CORE WORD: **This**

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 (e.g. **this** is mine)

NEGATE (e.g. **this** is not mine)

ASK QUESTION (e.g. is **this** yours?)

COMPLEMENT (e.g. **this** is awesome)

DESCRIBE (e.g. **this** is small)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can use '**this**' during snack time to explain to others what they are eating for snack (e.g. "this is hot").

Circle: Students can take turns describing an object during circle time using "**this**."

PLAY

Toys and Games: Students can practice using “**this**” while explaining how a toy or game works (e.g. “**this** is the button that turns it on”).

Recess:

Students and adults can take someone on a tour of the playground during recess and explain what each part of the playground is to a friend (e.g. “**this** is a slide”).

READING

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

Don't Touch **This** Book by Bill Cotter, courtesy of Shon's Stories:

https://www.youtube.com/watch?v=AaoouygWR8A&ab_channel=Shon%27sStories

This book is about a monster who doesn't want anyone to touch his book, but he wants to show his book to everyone else.

This is my family by Gina Mercer Mayer, courtesy of The Librarian Angelina Jean:

https://www.youtube.com/watch?v=6NeKTgoF07s&ab_channel=TheLibrarianAngelinaJean

This book is about little critter and what his family looks like. It goes into what family members do when they get home as well.

The Color Monster, a story about emotions by Anna Llenas, courtesy of Storytime with Elena:

https://www.youtube.com/watch?v=PWujGPb6mgo&t=26s&ab_channel=StorytimewithElena

This book is about different emotions. When each emotion is introduced, it begins with **This** is _____ and talks about the different emotions.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can use 'this' while introducing a new friend to a group (e.g. "**this** is Beth, my best friend").

SENSORY MOTOR

Students and adults can play a "what's this?" game when using a sensory bin. Students can say "**this** is _____" while they simultaneously point to an object.

VIDEOS, MUSIC, ANIMATED SHORTS

[Hyperlink to YouTube or other site with any credits that should be given](#)

Copy and paste visible link below as well

Sight word "**this**" by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel:

https://www.youtube.com/watch?v=r17614wl7eg&ab_channel=JackHartmannKidsMusicChannel

Sight word "**this**" by Mr. Clown's Word of the Day, courtesy of Mr. Clown TV:

https://www.youtube.com/watch?v=8OMpAmYOac8&ab_channel=Mr.ClownTV

"**This**" sight word by Miss Molly, courtesy of Miss Molly:

https://www.youtube.com/watch?v=bALO2EZYdPA&ab_channel=MissMolly

This little light of mine by Listener Kids, courtesy of Listener Kids:

https://www.youtube.com/watch?v=cKkblZtqhyQ&ab_channel=ListenerKids

Young Adult:

The Game of Love by Santana featuring Michelle Branch, courtesy of Santana:

https://www.youtube.com/watch?v=HKLnMMacEB4&ab_channel=SantanaVEVO

This is Me from the Greatest Showman, courtesy of Atlantic Records:

https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords

This is Me from CampRock by Demi Lovato and Joe Jonas, courtesy of DisneyMusicVevo:

https://www.youtube.com/watch?v=6HCUoMgviwU&ab_channel=DisneyMusicVEVO

Girl on Fire by Alicia Keys, courtesy of Alicia Keys:

https://www.youtube.com/watch?v=J91ti_MpdHA&ab_channel=aliciakeysVEVO

STRUCTURED ACTIVITIES

Adults and students can talk about different items and if they would rather have **this** or that. A worksheet can be created and students can circle which item they rather have.



*courtesy of Classroom Champion

ART OR SCIENCE ACTIVITIES

Drawing inspiration from the structured activity above, students and adults can create a 'This or That Collage' using construction paper, pictures of foods or toys and circle all of their favorites and (with necessary support) write "**this**" under the chosen favorite pictures.

USE OF APPS OR OTHER TECHNOLOGY

Adults can ask students “what’s **this**” when asking about different pictures on applications that the students are using. Students can be encouraged to say “**This** is _____”).

WORD WALL: Create a WordWall and add ‘**this**’ 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: **Tell**

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

DIRECT BEHAVIOR: **Tell** your teacher.

REQUEST: **Tell** me what you want.

ASK QUESTION: Can you **tell** me what you like?

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can ask others to **tell** them what they are eating, or what they like eating.

Community: Adults can make sure students know who and what to tell safe adults, such as where they are going, what they are doing, etc.

Circle: Adults can ask students to tell them or their various pieces of daily information, like the weather, how they are feeling, etc.

At home: Students and adults can use 'tell' to ask each other to tell them about their day, or tell them what they want for dinner.

PLAY

Toys and Games: Students and adults can play telephone and **tell** the other person what they heard. Students can also have a show-and-tell activity. Young students can bring toys or other items they want to tell others about. Older students might tell others about personal pictures.

Students and adults can play storytelling games with picture cards or special dice that provide prompts.

READING

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

Tell me about your day by Olivia Orr, read aloud by StoryTime at Awnie's House

<https://www.youtube.com/watch?v=pNA7EKCEjns>

Tell me a story by Alma Flor Ada, read aloud by Paulina Valladares

<https://www.youtube.com/watch?v=xHO4pf34dDg>

Ralph Tells a Story by Abby Hanlon, read aloud by Simply Storytime

<https://www.youtube.com/watch?v=g5ss8RTyztw>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can use tell to start a conversation (e.g. tell me...). Students use tell as a question and ask others to tell them about something. Visual models with options for what someone could tell them.

Adults can create video models of the student answering the question, "tell me about your day."

SENSORY MOTOR

Adults can create sensory tubs using dried beans or beads, with hidden toys or pictures inside. Students can find objects and **tell** adults or each other what

they find, or perhaps tell them something about the object. Students can try closing their eyes and telling others what they think they found by just feeling it.

VIDEOS, MUSIC, ANIMATED SHORTS

Core Vocabulary in AACtion: TELL by Speech Without Limits

<https://www.youtube.com/watch?v=X3gaNA8dJH0>

Tell Me Core Vocabulary Song by Speech and Language Songs

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

STRUCTURED ACTIVITIES

Adults can introduce the core word on the talker or big core board. Adults can introduce various activities or songs that illustrate the different ways you can use the word **'tell.'**

Adults can create shared writing activities; they can start with the word "tell" and pick who they should tell next. Students can also use "tell me a ____" and fill in the last part, with story, joke, about your day, etc. Make sure students understand that "tell me a" is not one word.

ART OR SCIENCE ACTIVITIES

Students can create art collages based off things they **tell** others, such as what they like, what they did over the weekend, etc. Students can find the images online or cut the pictures out of magazines or draw them.

Students can create their own surveys, asking others to tell them something, such as their favorite color, favorite type of cookie, etc. Students can make graphs and tell the class what they found.

USE OF APPS OR OTHER TECHNOLOGY

Balloonimals: In this app, you can choose a color of balloon, and touch the balloon to make it look more and more like a random balloon animal. Students can tell you what color they want, and what animal they think it will turn into.

Toca Monsters: In this app, you choose a monster to feed, and pick a food to prepare using various kitchen tools for the monster to eat. Students can tell you what food they want, tell you what to do with the food, and tell the monster to eat the food.

WORD WALL: Create a WordWall and add **'tell'** 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 Jennifer Yoshimura @ jyoshimura@acts-at.com

Thank you!

Core Word: **Show**

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

ASK A QUESTION (e.g. Did you watch any **shows** this weekend?)

SHARE INFORMATION (e.g. I want to **show** you something!)

REQUEST (e.g. Can you **show** me what you're working on?)

INSTRUCT (e.g. I will **show** you how to subtract.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word **show** on device and with their voice as a prompt for students (e.g. **Show** me what you brought to drink. **Show** me your favorite snack.) Adults can support students' use of core word, having students ask questions of their peers: Did you watch a **show** last night? Can I **show** you something cool after snack?

Circle: Adults can ask students to **show** what they brought with them to circle time (e.g. Show me what you have. Can you show me your pencil? Show me

your book! Show me your talker!). Additionally, adults can create a routine where the student will **show** their talker during morning meeting each day (e.g. Did you bring your talker to circle, show me!). Adults can also model the core word by prompting students to show that they are listening and ready for learning (e.g. Show me quiet hands. Show me you're ready.)

PLAY

Toys and Games: Adults can model the core word on device and with their voice and ask students to “**show**” them what item they would like to play with or how to play with the item (e.g. Show me what toy you want! Can you show me? Show me which one. Can you show me how to play? Show me how you use it.)

Charades: Adults can play charades with the students by giving prompts using the core word of what to act out. Different actions, emotions, or animals can be placed on slips of paper, put into a bowl, and drawn at random (e.g. Monkey, show me what a monkey would do! Show me run! Show me happy!)

Simon Says: Similarly, adults can play a game of Simon Says that uses the core word in the prompting (e.g. Simon says, show me a thumbs up! Simon Says, show me a pencil! Show me a giant hop!)

Recess: Adults can model the core word on a device and with their voice, by asking students to “**show**” them what item they would like to bring to recess or where they would like to play at recess (e.g. Show me what ball you want! Can you show me where you want to play? Show me which one. Can you show me how you go down the slide? Show me how you swing.)

READING

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

To Shy For Show And Tell, by Beth Bracken, courtesy of Kid's Book Read Aloud Storytime: https://www.youtube.com/watch?v=fUCvwLn_5XI

This book is about a boy too shy to share with his classmates all the things that make him unique. Will he build up the courage to participate in his class' **show** and tell?

https://www.youtube.com/watch?v=fUCvwLn_5XI

Show Me a Story: Writing Your Own Picture Book, courtesy of Emden Lee,
<https://www.youtube.com/watch?v=ucEkYbjulmo>

This how-to book walks students through creating their own unique picture book. Adults can read portions of the book, then support the students to **show** the next part of their story, using a concept from the book: dialogue, problem, character, etc. Story elements ("tools") are described through an ongoing story about a Canadian goose named Webster.

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

Show Time for Flip Flop, by Janice Levy, courtesy of Katherine Dinerman,
<https://www.youtube.com/watch?v=RHzrff93fh4>

Flip Flop the frog must participate in the class play but has stage fright-- but the show must go on!

<https://www.youtube.com/watch?v=RHzrff93fh4>

Young Adults

Show Me a Sign, by Anne Clare LaZotte, courtesy of Chapter 1 Read-Aloud
<https://www.youtube.com/watch?v=Jry66wvQBYI>

A story about 11-year-old Mary who lives in a farming town. Mary is deaf, and lives in a special community where many are deaf too. What happens when a scientist comes to town, and changes the way Mary thinks about her home?

<https://www.youtube.com/watch?v=Jry66wvQBYI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can participate in **show** and tell. Students can select an item from home to share with peers and describe why they chose to share it. Adults can

support students in presenting in front of peers and answering questions about the object.

Students can act as the teacher and **show** their peers how to do something. For example, if a student creates an art project, they can show their classmates how to do it. Adults can help students generate their responses prior to presenting or could provide the words for the student on a device and with their voice while the student performs the tasks (e.g. Show us what you did first! Oh, first you got out paint. Show us how you made that shape!)

Social Scenes: Adults can help students practice social skills and emotions, while modeling the core word with a device and with their voice. For example, adults can provide prompts such as: show me your happy face, show me how you ask for help, show me where your friend sits.

SENSORY MOTOR

Sensory Bins: Adults can create different sensory bins using various materials (dry pasta, rice, kinetic sand, shredded paper) and hide small objects within. Adults can model using the word “show” support students to find certain hidden objects of different sizes, colors or shapes. For example, “**show** me something orange!” Students can search through individual sensory bins to see if theirs has the correct item or circulate to various bins around the room. After a student locates an item, adults can support them to ask the class for the next item to locate in the bin, using the word “show.”

VIDEOS, MUSIC, ANIMATED SHORTS

Music

Show Yourself (From Frozen 2 Sing-Along), performed by Idina Menzel and Evan Rachel Wood, courtesy of DisneyMusicVevo

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

There's No Business Like Show Business, courtesy of Kids on Broadway,

<https://www.youtube.com/watch?v=k3LdhZAEli8>

Young Adults

The Greatest Show, performed by the cast of The Greatest Showman, courtesy of Atlantic Records

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

Show Me The Way, performed by Peter Frampton Courtesy of Peter Frampton

<https://www.youtube.com/watch?v=Qh4zqMMaRIA>

The Show, performed by Lenka, courtesy of Lenkatcv,

<https://www.youtube.com/watch?v=elsh3J5IJ6g>

Video

Kids Share Their Hidden Talent/Show and Tell, courtesy of HiHo kids,

https://www.youtube.com/watch?v=_IN2vu9XIZc

STRUCTURED ACTIVITIES

Creative Collage: Adults can ask students to gather photos or images to “show” all the different things they love. For example, photos of the family can be incorporated, favorite foods, games, toys, etc. Students can create the collage online with the help of an adult or students can cut out and glue the images to a poster (e.g. This poster will show me what you love! Let’s find a picture that shows what you like to play! Can you show me your favorite color?)

Using the student’s or classroom communication device or communication board, the adult can point to and model use of the word “**show**” and explicitly teach the core word.

For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in what “show” means. Example of predictable chart writing below.

Predictable Chart Writing

Show means _____.
I like to show _____.
I like to watch the show _____.
The teacher will show us _____.

ART OR SCIENCE ACTIVITIES

Show Me Cards: Adults can create a deck of cards with different preferred activities for a student, with different phrases using “**show** me.” Students can select a card and use it as inspiration for free time or art. A card can read: Show me a flower wearing a hat, show me a picture of a castle, etc. Then the student can use the card to guide their art project or free time. Students can even help create the topics or ideas to put on the cards in a class brainstorming session.

Art Show: After any structured art project, once the projects are complete, adults can support students to prepare an art **show**, by arranging work around the class, and inviting peers or teachers from other rooms to show their work to.

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing app through distance learning, adults can have students give instructions on what actions the adults should take during gameplay. Adults can prompt students to focus on using the core word, **show**, while giving the student instructions. For example, students can practice the core word with phrases such as: show me boy, show me school, etc.

Additionally, adults can model the core word while they play, using phrases such as: Let me show me this room, Can I show you what happens when I click here?

If the adult is with student as they use the app, adults can model the core word and comment on what the student is doing while they use the app (e.g. Wow, show me what you want to do! Can you show me the screen?)

Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts (question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **show**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character putting on a show!

Little Alchemy 2 App by Jakub Koziol: This free app allows students to take different elements, mix them together, and see what is created from the two. Once two items are mixed, they create a new element that can be used in play. For example, fire can mix with water to create steam. The app also includes an encyclopedia of the items in the game and provides information on them. Adults can model the core word, show, to draw focus on their actions (e.g. Let me show you what happens! Show me what happens when those two elements mix!)

WORD WALL: Create a WordWall and add 'show' 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 Andriana Nikolau @ andriananikolau@gmail.com and Liz Cambra @ lizcambra@gmail.com. Liz and Andriana are graduate students at San Francisco State University.

Thank you!

CORE WORD: **Again**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GREET (e.g. Great to see you **again**.)

ASK QUESTIONS/CLARIFY (e.g. Could you say that **again**?)

REQUEST (e.g. I want to play the game **again**)

TELL ON SOMEONE: (e.g. Mom, she's doing it **again**.)

ROUTINES AND SCHEDULES

Music: During music class/time, model **again** by asking students if they would like to hear the song again or if they would like to listen to a different song.

Snack/Lunch: A lot of our students like to eat the same food items for lunch day-to-day. Model **again** as you comment on who is eating the same food item again. For example, "Johnny, are you eating Goldfish crackers **again**?"

PLAY

Toys and Games

Bubbles: Bubbles are a highly motivating activity! Every time you dip the wand back in the bottle, you have an opportunity to model **again**.

Go fish: pick one of the various versions of 'go fish' either with classic card deck or a deck made specifically for go fish. As you play focus on modeling 'go **again**' instead of go fish.

Recess:

Make it, Take it: This game involves a basketball and hoop. Player 1 takes a shot. If Player 1 makes the basket, they shoot **again**. If they miss, it is Player 2s turn.

Play structure: Many students love going down the slide **again** and again! Use this opportunity to model "slide again" or "down again" as the student has fun at recess!

READING

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

Again | Emily Gravett | [Read Aloud by Kahaani Box](#)

From GoodReads: Every night, baby dragon Cedric loves his mom to read his favorite dragon book. He wants to hear it over and over again until the exhausted mom falls asleep...

https://youtu.be/F02h_vmOyso

Pete The Cat and his Four Groovy Buttons | [Read aloud by Jordan Stuhltrager](#)

Model how Pete's button popped off **again**! He keeps losing his groovy buttons again and again!

<https://youtu.be/EmR-Mfj3qB4>

Pete The Cat I love my white shoes | [Read Aloud by Jordan Stuhltrager](#)

Pete yet again keeps doing things again and again! In this story Pete steps in things again! Read along and model how Pete stepped in something again!

<https://youtu.be/zWk8umNzc4g>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video modeling open with Mister Clay | [_Learning With Mister Clay/ Fishing and core words/ AAC educational video for kids](https://youtu.be/n4O1IRbpHXg)
<https://youtu.be/n4O1IRbpHXg>

Have a facilitated conversation about how we sometimes don't hear or understand others and we might have to ask them to say something **again**. Talk with the group about how you can ask someone directly to say that again, or you might indicate to them that you did not hear them or that you were not sure about what they meant and you would like them to explain again.

SENSORY MOTOR

Animal walk: For this activity, you only need a straight path about 20 feet long (hallways work great!). Have students go back and forth between two cones (or other markers). Each time they go from cone to cone, have them move like a different animal, using the phrase "You're going to go **again**, but this time, walk like a [insert animal]." Need help thinking of animals? Students can walk like a [duck](#), [bear](#), [crab](#), they can hop like a [bunny](#) or a [frog](#), and they can gallop like a [horse](#).

STRUCTURED ACTIVITIES

Boom Cards: [Core Word - Again](#) | Ms. Dickson SLP

This deck costs 100 points (about \$1), but if your students like Boom Cards and you're targeting **again**, this deck is great.

<https://wow.boomlearning.com/deck/core-word-again-35akERKuruxGWb2w5>

Patterns: Work on a pattern activity and talk about how the pattern repeats **again** and again.

ART OR SCIENCE ACTIVITIES

Art: Research printmaking artists and talk about how they replicated the same design **again** and again. There are many different types of printmaking. Explore lithograph artists such as Henri de Toulouse-Lautrec and M.C. Esher. Or explore artists utilizing screen printing as a technique, such as Roy Lichtenstein. Focus on how each artist uses the technique to make the same image more than once (again). [Warning: before focusing on Andy Warhol, do some exploration about his problematic views. Consider introducing your students to other artists.]

Art: Make your own [rubber stamps](#) or get creative [with other materials](#). With stamps you can make the same image **again** and again.

Science: Talk about the scientific method. Focus on the reproducibility aspect and how you need to do the experiment **again** to see if the hypothesis is valid.

USE OF APPS OR OTHER TECHNOLOGY

Try one of many free puzzle apps available through IOS or <https://play.google.com/store/apps/details?id=com.aboutfun.kidspuzzles> google play store. We like [Kid's Puzzles by Jigsaw puzzle for kids](#) which features multiple free puzzles of various complexity. Try giving students a puzzle that is just a little more difficult than one they've succeeded at before and encourage them to try **again** when a piece doesn't fit. You can even model the whole activity yourself, show how sometimes you can't find the correct piece and need to try again!

When typing out a writing assignment, use the opportunity to talk about why you need to write things **again** even when you've finished writing. Sometimes we make mistakes when typing and reading over our writing again can help create complete finished assignments!

VIDEOS, MUSIC, ANIMATED SHORTS

Oops I Did it Again | Britney Spears | [Official music video](#)

While this song only says the word **again** once in the chorus, the excitement you feel hearing this throwback will be contagious to your students. (Highly recommend modeling "silly" or "funny" if your dance moves are anything like mine.)

<https://youtu.be/CduA0TULnow>

If I Never See Your Face Again ft. Rihanna | Maroon 5 | [Official music video](#)

Like the previous song, this chorus only features our target word once; however, I think your students will be requesting this song **again**.

<https://youtu.be/MbtajuiuLMU>

Falling in Love Again | Celine Dion | [YouTube video](#)

While there are more iconic Celine songs, no one can deny her raw talent. If you need a nice slow jam, this is for you. There are a few suggestive lines, making this song recommended for ages 12+

<https://youtu.be/PASAYTTLZDQ>

Again | Bruno Mars | [Unofficial video on YouTube](#)

Another slow jam with opportunities to model **again**. My students are unexplainably intrigued by Bruno Mars. Let me know if yours are too, please.

https://youtu.be/i3jUme7_5wY

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com

Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @

https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom

Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

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