

CORE WORD: **Fun**

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

EXPRESS OPINIONS/COMMENT: (e.g., This is **fun**! That looks fun!)

REQUEST: (e.g., Can we have some **fun**?)

ASK QUESTIONS: (e.g., Do you think it's **fun**? Can we make it fun?)

ANSWER QUESTIONS: (e.g., Yes, I had **fun**)

GIVE INFORMATION: (e.g., It's a **fun** game!)

COMMENT: (e.g., The song is **fun**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can find a recipe that they think would be **fun** to make. Forkly has many ideas for inspiration!

<https://www.forkly.com/food/edible-crafts-for-kids-20-fun-filled-recipe-activities-with-food/>



Circle:

Students can do a “show and tell” about what is **fun** for them. Other students can comment if they think the activity is fun or not fun for them.

PLAY

Toys and Games:

When initiating play, students can ask each other what they would have **fun** playing with.

Recess:

During or after recess, adults can ask students how recess went. They can ask yes/no questions (Did you have **fun** on the slide? Was recess fun for you today?) or open-ended questions (How was recess? What was something fun you did at recess? Who did you have fun with at recess?).

READING

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

[Winter Fun](#) courtesy of watchdogs on Tar Heel Reader

<https://tarheelreader.org/2019/01/01/winter-fun-16/>

Students and adults can read the story and vote on whether they think each snowy activity is **fun** or not fun.

[My New Friend is So Fun!](#) by Mo Willems | Read Aloud for Kids | amandpmstorytime

<https://www.youtube.com/watch?v=qJC5bXtYm9w>

[This Book Will Not Be Fun](#), by Cirocco Dunlap | Kids Books Read Aloud | Storytime Now!

<https://www.youtube.com/watch?v=7CVQI3E9oCs>

SOCIAL INTERACTIONS AND VIDEO MODELING

Facial expressions game -Adults can ask students questions such as, “Is this a facial expression we have when we’re having **fun**?” Adults can also show videos and pause to ask the students if they think the people in the video are having fun.

Adults can engage in a fun activity with students and talk about what it feels like to have fun (e.g., my face is smiling, I feel excited, I want to jump and run, etc.)

SENSORY MOTOR

Adults can set up various stations with different motor activities. After completing each station, students can describe whether they thought their station was **fun**.

VIDEOS, MUSIC, ANIMATED SHORTS

[Wang Chung - Everybody Have Fun Tonight](#) courtesy of TopPop

<https://www.youtube.com/watch?v=S14z50LqvLE>

[Trolls World Tour \(2020\) - Trolls Just Want to Have Fun Scene \(2/10\)](#) courtesy of Movieclips (“fun” song ends around 1:10 in the video)

https://www.youtube.com/watch?v=HOdgLprZCts&list=RDHOdgLprZCts&start_radio=1

[The Beach Boys, Royal Philharmonic Orchestra - Fun, Fun, Fun \(Lyric Video\)](#)

<https://www.youtube.com/watch?v=xUGM1SkEfE4>

[Animals Having Fun on the First Day of Spring](#) courtesy of the Oregon Zoo

<https://www.youtube.com/watch?v=CeV40GlpGbA>

STRUCTURED ACTIVITIES

[WHAT DO ELEPHANTS DO FOR FUN?](#) Courtesy of Pamela Miller from Mom.com

<https://animals.mom.com/elephants-fun-4089.html>

Students and adults can read the short article on what elephants like to do for fun. Students can vote if they think each activity is **fun** or not fun.

ART OR SCIENCE ACTIVITIES

Students can make a photobook documenting a **fun** day full of fun activities. Students can share their photobooks with their peers and talk about why each event documented was fun.

Students can make scrapbooks with friends with photos of people and animals having **fun**. They can share their scrapbooks with peers and talk about how the people and animals look (e.g., they look happy) and what fun things they are doing.

USE OF APPS OR OTHER TECHNOLOGY

Adults can sit with students and go through the apps on their devices and ask if they think each app is **fun** or not **fun**. After completing any game or activity on a device, the same question can be asked.

Donut Maker- Students can follow the steps to make a donut, then put fun toppings on it.

WORD WALL: Create a WordWall and add '**fun**' 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 Sophie Goodwin, M.S., CCC-SLP @ sophieDgoodwin@gmail.com or Beth Kenney @ bkenney@hershey.k12.pa.us.

Thank you!

CORE WORD: **You're welcome**

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WAYS WE CAN USE THE WORD

SOCIAL ROUTINE (e.g. "Thank you" ..." **You're welcome!**")

INVITE (e.g. **You're welcome** to come along if you want)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can request snack items or request assistance with meal preparation. If/when students say, "thank you," adults can respond with "**you're welcome!**"

Circle: Students can choose props for songs (e.g., animals for Old McDonald). Students can take turns passing out the props and say **you're welcome** after their peers thank them.

PLAY

Toys and Games:

Tea party - Students or adults can ask for a variety of favors (e.g., please pour me tea, more cookies please, etc.) and respond with “you’re welcome”

Play “store”, ice cream shop, etc. - Students can ask for items and thank the cashier or waitress, cashier/wat

Recess:

On the way out to recess, students can take turns holding the door open. When someone thanks them, they can practice saying, “**You’re welcome!**”

READING

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

Manners Time, by Elizabeth Verdick | Little Bookworms

<https://www.youtube.com/watch?v=kOMpmkDgT3c>

The Berenstain Bears Say Please and Thank You, by Jan Berenstain | Triple C

<https://www.youtube.com/watch?v=-duAVf-PO1g>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model the use of “**you’re welcome**” in naturally occurring situations and activities, such as during mealtimes, passing out school materials, sharing toys, and during recess or unstructured activities.

SENSORY MOTOR

Adults can print out strips of paper with **“you’re welcome”** typed out or written (or students can write and/or cut), then place the strips into a sensory bin. Students can sort through and find all the strips, and practice saying “you’re welcome” every time they find one. This can be done errorless with just “you’re welcome” in the sensory bin, or adults can put other words so students practice discriminating among words. Another option would be to print out the AAC icons to make it easier for students to recognize and read.

VIDEOS, MUSIC, ANIMATED SHORTS

[You're Welcome](#) - Dwayne Johnson - Moana - DisneyMusicVevo

<https://www.youtube.com/watch?v=r4KTqce-9Z0>

[The Courtesy Words Song | Learning Polite Words in English | Courtesy of Scratch Garden](#)

https://www.youtube.com/watch?list=PL_ym6QHjS1szUhzH9URPbDfILczfPHF6P&v=YVahJKMk2VY&feature=emb_logo

[Thank You - You're Welcome](#) | Core Vocabulary Song | Speech and Language Songs

<https://www.youtube.com/watch?v=cx8UnW1DbBU>

STRUCTURED ACTIVITIES

Adults can explicitly teach when we say **“you’re welcome”** by modeling a communication exchange.

If students run a coffee cart or school store, they can practice using thank you and “you’re welcome” during naturally occurring opportunities.

ART OR SCIENCE ACTIVITIES

Students can make and decorate cards. They can ask each other and the adults for materials and say thank you and **“you’re welcome”** as appropriate.

USE OF APPS OR OTHER TECHNOLOGY

When students need assistance with technology-related tasks, such as accessing YouTube, obtaining headphones, etc. they can ask for help from an adult. When the student says, “Thank you,” the adult can model “You’re welcome!”

WORD WALL: Create a WordWall and add **‘you’re welcome’** 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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CORE WORD: **When**

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WAYS WE CAN USE THE WORD

ASK QUESTIONS:(e.g. **When** will they get here?)

WHINE (e.g. **When** do I get some?)

EXPRESS A FEELING (e.g. **When** _____ happens, I feel _____)

CLARIFY (e.g. **When** did they get here?)

ROUTINES AND SCHEDULES

Schedules: When going over a schedule as a class, students and adults can talk about **when** each activity is going to take place during the day. (e.g. **When** is snack? Snack is at 10. **When** is math? Math is at 11, etc.)

PLAY

Recess: Adults and students can talk about **when** it is going to be their turn to play a particular game during recess. (e.g. **when** is it going to be my turn? It will be your turn **when** Molly is done swinging on the swing or **when** Molly has been on the swing for five minutes, whichever is first, etc.)

READING

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

When Spring Comes by Kevin Henkes, courtesy of PV Storytime:

https://www.youtube.com/watch?v=_IMQguVLL4&ab_channel=PVStorytime

This book talks about what nature looks like before spring comes. If you wait for **when** spring comes, you will see nature change the way it looks and the animals that come out during spring.

When I Grow Up by Al Yankovic, courtesy of Listen and Learn with Mr. Z.:

https://www.youtube.com/watch?v=CEmTMTt9ujl&ab_channel=ListenandLearnwithMr.Z

This book is from the point of view of a young boy who has been thinking a lot about what he wants to be **when** he grows up. He shares with his class all the different things he wants to be **when** he grows up.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns telling parts of a story. Before the story is being told, the adults can stress about **when** it is going to be someone's turn to talk and add to the story. If the students have a different time remembering **when** it is their turn, the class and adult can go over the rules of who talks **when** to remind everyone of what is happening.

SENSORY MOTOR

Students and adults can use a sensory bin. As students and adults take out different items, they can discuss **when** they would see and/or use the item they selected from the box.

VIDEOS, MUSIC, ANIMATED SHORTS

When sight word by Jan Richardson and Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel: https://www.youtube.com/watch?v=jtvzauEA-4k&ab_channel=JackHartmannKidsMusicChannel

Mr. Clown's Word of the Day: Sight Word "**When**", courtesy of Mr. Clown TV: https://www.youtube.com/watch?v=Bn8Qj4WXJd4&ab_channel=Mr.ClownTV

When You Wish Upon a Star from Pinocchio, courtesy of Disney Musics: https://www.youtube.com/watch?v=pguMUFyJ3_U&ab_channel=DisneyMusics

When I look at you by Miley Cyrus, courtesy of Miley Cyrus: https://www.youtube.com/watch?v=8wxOVn99FTE&ab_channel=MileyCyrusVEVO

When you look me in the eyes by the Jonas Brothers, courtesy of Jonas Brothers: https://www.youtube.com/watch?v=CHilm50fsNI&ab_channel=JonasBrothersVEVO

When you say nothing at all by Alison Krauss, courtesy of Alison Krauss: https://www.youtube.com/watch?v=1SCOimBo5tg&ab_channel=AlisonKraussVEVO

STRUCTURED ACTIVITIES

Adults can have different **when** questions for their students to answer:

When do you eat?
When do you go to bed?
When do you take a bath?
When do you put on a coat?
When do you use an umbrella?
When do you put on shoes?
When do you use a flashlight?
When do you go to the doctor?

Adults can also use low tech sorting sheets to help with **when** questions, courtesy of SpeechLanguageKids



ART OR SCIENCE ACTIVITIES

Students and adults can talk about **when** to use an umbrella and rain boots and then make umbrellas and rain boots with raindrops. Photo courtesy of keepinglifecreative.com



USE OF APPS OR OTHER TECHNOLOGY

Pictello or Tarheel reader: Use Pictello or Tarheel to create different books about **when** different items will be used. For wintertime, it can be talked about what clothes we wear **when** it's cold. For summertime, we can talk about what clothes we wear **when** it's hot, etc.

WORD WALL: Create a WordWall and add '**when**' 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
Thank you!