

CORE WORD: **Wave**

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

GREET (e.g. I like to **wave** hello, ***waves*** hello!)

GET ATTENTION (e.g. Hello!!! I'm **waving** my arms at you)

COMMENT (e.g. That is a big **wave**)

DISCUSS AN INTEREST (e.g. Do you like surfing? I like to watch people ride the big **waves**)

ROUTINES AND SCHEDULES

Arrival/Departure: Students and adults can make sure they **wave** hello and goodbye to their friends as everyone comes to school and goes home, this can be extended via virtual school as well.

PLAY

Pretend Play: Adults and Students can pretend they are going snorkeling, scuba diving or surfing, they can talk about how big the **waves** are where they are doing their activity. They can also pretend to be different ocean animals and say what they would be doing with the **waves** (e.g. dolphins might be jumping through the **waves**).

READING

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

Wave by Suzy Lee, courtesy of Mrs. Clark's Reading Corner and Magic Cabin:

https://www.youtube.com/watch?v=1yGFB83LP6c&ab_channel=Mrs.Clark%27sReadingCorner

https://www.youtube.com/watch?v=nsc7ZsVt3q0&ab_channel=MagicCabin

There are two different links to this story because each link animates the book differently. This book is a wordless picture book. It is all about a girl and the ocean **waves**. The girl interacts with the **waves** in different ways throughout the story.

Ocean! **Waves** for all! By Sally McAnulty, courtesy of MacKids Books:

https://www.youtube.com/watch?v=2tgHZCeNUYw&ab_channel=MacKidsBooks

This book is all about the ocean and describes how different the ocean is. In the pictures there are a lot of illustrations of different **waves**.

The Great **Wave**, inspired by Hokusai's Great Wave, by Veronique Massenet and Bruno Pilorget, courtesy of In the Studio with Mrs. Frobese:

https://www.youtube.com/watch?v=9dVXmN_U0hk&ab_channel=InTheStudiowithMrs.Frobese

This story is inspired by the artwork of Hokusai and tells a beautiful story about what happens with the Great **Wave**.

Love **Waves** by Rosemary Wells, courtesy of Storeytime Bunnies:

https://www.youtube.com/watch?v=Zbxch_fgk54&ab_channel=StorytimeBunnies

This book is about how we can still feel someone's love when they aren't around us. They may send us love **waves** from work or school and we still know they love us.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can wave hello and goodbye to each other. Here are two songs with video modeling to help promote waving to friends, teachers, and other classmates.

Wave Hello, courtesy of Sonshine and Broccoli:

https://www.youtube.com/watch?v=xzP-ZhjmpGo&ab_channel=SonshineandBroccoli

Let's **Wave** Goodbye, courtesy of Helen Coron Song Club:

https://www.youtube.com/watch?v=U4guAxRQ80Y&ab_channel=HelenDoronSongClub

SENSORY MOTOR

Students and adults can “catch” a brain **wave** with this brain-based fitness video, courtesy of Kids-Move/Ronno:

https://www.youtube.com/watch?v=1spJn2oXNmc&ab_channel=Kids-Move%2FRONNO

VIDEOS, MUSIC, ANIMATED SHORTS

Emmie, Catch the Big Ocean **Waves**, courtesy of Baby Toonz Kids TV - Nursery Rhymes and Kids Songs:

https://www.youtube.com/watch?v=j8_QJf5Nwxw&ab_channel=BabyToonzKidsTV-NurseryRhymes%26KidsSongs

Tidal **wave** by Reese Oliveira from One Voice Children's Choir, courtesy of Reese Oliveira - junior years:

https://www.youtube.com/watch?v=qDKIT3_hSI&ab_channel=ReeseOliveira-junioryears

11 hours of ocean and beach **waves**, courtesy of Relax24:

https://www.youtube.com/watch?v=TmHcfl6HoKA&ab_channel=Relax24

Wave by Meghan Trainor featuring Mike Sabath, courtesy of Meghan Trainor:
https://www.youtube.com/watch?v=UlevTTLB_3Q&ab_channel=MeghanTrainorVEVO

Waves by Dean Lewis, courtesy of Dean Lewis:
https://www.youtube.com/watch?v=dKlgCk3lGBg&ab_channel=DeanLewisVEVO

Waves by Mr. Probz (Robin Schulz Radio Remix), courtesy of Mr. Probz:
https://www.youtube.com/watch?v=pUjE9H8QIA4&ab_channel=mrprobzVEVO

STRUCTURED ACTIVITIES

First watch this video about what **waves** are “what are sea **waves**? How are **waves** formed in the ocean?” courtesy of Mizyaka Dizyaka ENG:
https://www.youtube.com/watch?v=9M6eWK4VG1g&ab_channel=MizyakaDizyakaENG

Next, students can create ocean **waves** in a bottle (courtesy of littlebinsforlittlehands.com)

Materials: water, blue food colors, vegetable or baby oil, mason jar or plastic water bottle.

Steps: Fill the bottle or jar halfway with water, add as much blue food coloring as you want. Next, slowly pour oil into the bottle. Finally, tip the bottle from side to side and see blue **waves** form.



Ocean Waves
Science and Sensory Play



ART OR SCIENCE ACTIVITIES

Students can make their own **wave** art using salt. For inspiration, students and adults can listen to Hawaiian Rollercoaster Ride from Lilo and Stitch, courtesy of Rodrigo Martinez:
https://www.youtube.com/watch?v=nXpB1rixnPQ&ab_channel=RodrigoMartinez



*courtesy of Buggy and Buddy

USE OF APPS OR OTHER TECHNOLOGY

Tap tap fish - Abyssrium Pole: This app allows you to be different animals that live in or near the ocean. In the different animals you can see the **waves** as they crash onto the shore.

WORD WALL: Create a WordWall and add '**wave**' 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!

CORE WORD: **Hurry**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

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WAYS WE CAN USE THE WORD

COMMENT: (e.g., No need to **hurry**, we have enough time. **Hurry**, it's time to go to our next class!)

ASK A QUESTION: (e.g. Did you **hurry** out the door this morning, or did you take your time?)

Share Information (e.g. I was in a **hurry** and forgot my pencil).

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model core word on device to direct student actions (e.g. No need to **hurry**, we have plenty of time to enjoy our break.) referencing all children/clients/students. Third person language. "Students can, adults can facilitate..." etc.

Circle: During circle time, adults can ask students if there was anything, they were in a **hurry** to do this morning. Adults can model a response using the word "hurry" to answer the question, before supporting students to share out.

Transition Times: Adults can model the core word, **hurry**, during transition times to describe how students hurry from one activity/class to the next, or when leaving

to go to recess (e.g. Wow! Look at how they hurry to recess! That student is in a hurry to get to lunch!)

PLAY

Toys and Games: Students can use windup toys, toy cars, or other fast-moving items and have a race. Students can cheer on their item by saying “**hurry!**” on their talker.

Red Light, Green Light: Adults can facilitate a game of Red Light, Green Light. When providing prompts, adults can add action words. For Red Light, adults can add “stop!” For Yellow Light, adults can add, “slow!” For a Green Light, adults can add the core word, “**hurry!**” Visual aids can be used during game play, such as icons based on the students AAC device or visuals of the different stop lights. Additionally, the student can be the one to provide the directional prompts to their peers or to an adult to practice using the core word themselves.

Duck, Duck, Goose: Students can play Duck, Duck, Goose. When a student chooses a peer and says, “Goose,” the adult can model the core word on a device and with their voice (e.g. Goose! Hurry! They must hurry to not get caught!). The game may be adapted based on student needs. For example, if a student uses a wheelchair, the adult can move the wheelchair around the circle and model “duck” and “goose” for the student or student can use their own choice of words on their device instead of “duck” and “goose.” Then, peers can be asked to go around the circle twice to compete for the sitting spot with student in wheelchair, instead of chasing the student in the wheelchair.

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model and act out the core word, **hurry**, using the toys. Students can also make their toys “hurry” and go quickly from one spot to another.

Recess

At the start of recess, students can practice using the core word to tell their peers or an adult what they would like to **hurry** to the playground (e.g. I hurry, Recess hurry! Hurry, recess time.) Adults can also model the core word on a device and with their voice to comment on the student and peers’ actions when it is recess (e.g. I saw you hurry to line up! Look at them hurry to play basketball!)

Tag: Adults can model the word, **hurry**, for students in a game of tag (e.g. Hurry! They will catch you! We must hurry so we don't get tagged!) Students can practice using the word during game play.

READING

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

Hurry up, by Kate Dopirak, courtesy of Storytime with Suzanne:<https://www.youtube.com/watch?v=YJBGWmFqkc>

This book is about a boy who is always in a hurry. What happens when he finally slows down?

Hurry and the Monarch, by Antoine O'Flatharta, courtesy of Reading Rhino:<https://www.youtube.com/watch?v=DktYHoRbNNI>

Hurry is a tortoise who meets a monarch butterfly, on their way to Mexico. A sweet story embedded with fun butterfly facts.

Hurry, Hurry, by Eve Bunting, courtesy of Read Aloud Books For Kindergarten,<https://www.youtube.com/watch?v=A0VXWYY-zR>

All the animals in this barnyard are in a hurry--read to find out why!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss with their peers when they must hurry or what activity at recess, they would want to hurry to get to first.

Relay Race: Adults can facilitate a relay race type game that requires students to **hurry** in a race against an opposing team or a time constraint. For example, students can be placed into two teams. Line students up in two parallel lines. Students should be standing close together. Put an empty bucket on one end of the line and a bucket of balls on the other. Then, students must take one ball at a time and pass it to the teammate in front of them. The ball must travel down the line until all the balls have made it into the bucket on the other end. As students play, they can use the core word and adults can model the core word.

Students can watch the following video consisting of different animals in a hurry out in nature. Adults and students can discuss the video and focus on the core

word, **hurry**. Video courtesy of Zac Lazarou of Kernow Conservation, from Rowena Castillo Nicholls Youtube Channel:

<https://www.youtube.com/watch?v=ZK68TuKgs7c>

Students and adults can watch a time lapse video of a plant growing, such as in the following link of a sunflower life cycle. Adults can explain to students that they are watching the plant grow in a hurry. Video courtesy of Mortrek YouTube Channel: <https://www.youtube.com/watch?v=Z-iPp6yn0hw>

Adults and students can watch a video played in a faster speed than typical. Adults can explain to students that the video is being played in a hurry or the characters are moving in a hurry.

SENSORY MOTOR

Hurry Hunt: Adults can place interesting textured items around the room, or use items already present, and easy for students to access or manipulate. Adults can set a timer for 2 minutes, and support students to search and find various sensory items around the room. For example, they can find something: smooth, rough, cold, warm, slippery, etc. When the timer is up, students can come together and share what they found on their **hurry** hunt. This can be adapted to distance learning, with students searching for suitable objects around their homes.

Dance: Adults can modify Freeze Dance to also incorporate the core word, **hurry**. For example, adults can yell “freeze” when music stops, but add “hurry dance again,” when the music resumes. Additionally, adults can have students do quick hurried dancing, like fast shaking, hopping, and clapping. Students can practice movements done slowly and, in a hurry, (e.g. Let’s clap our hands - now clap them fast, hurry!)

VIDEOS, MUSIC, ANIMATED SHORTS

Music

Hurry, Hurry Drive the Firetruck, courtesy of the Kiboomers,

<https://www.youtube.com/watch?v=aD3LZe7loOo>

Hurry Up Song! (Goo Goo Gaga Put on Your Shoes! Get Ready For School), performed by Goo Goo Mom, ZZ kid and Goo Gaga, courtesy of GooGoo Colors, <https://www.youtube.com/watch?v=VNA1g-rnb9g>

Young Adult

Hurry Up And Save Me, performed by Tiffany Giardina, courtesy of BTS_MinYoongi, <https://www.youtube.com/watch?v=nBKdprnXdV0>

Hurry, Hurry [Lyrics Video], by Air Traffic Controller, <https://www.youtube.com/watch?v=a7Etr4MBIBs>

STRUCTURED ACTIVITIES

Predictive Writing Chart: Adults can explicitly teach the core word, hurry, and then create predictive writing charts for students to fill in. Charts can be created either in person or through distance learning.

I hurry to _____.
I hurry when I am _____.
I do not like to hurry because _____.

Simon Says: The adult can play a modified game of Simon Says in which all the instructions include the core word, **hurry**. The students can be given instructions such as: Simon Says, hurry over to the white board. Simon Says, put your hand on your head in a hurry! The students can also be instructed to describe what they are doing using different forms of communication including AAC. Students could also be given the opportunity to oversee giving the instructions. Challenge the student to give instructions that feature the core word, hurry. Adults can assist the student with giving instructions using the core word (e.g. What should they hurry and do? Hurry - jump up and down!).

ART OR SCIENCE ACTIVITIES

Nature Never Hurries: Adults can share the phrase “nature never hurries” and support discussion on what students think it might mean. After discussion, adults can support students to participate in a nature walk, and observe animals, plants, or other natural life. Who, or what, appears to be in a **hurry**-- or not? Why? After the walk, students can use predictable chart writing to complete a log of their observations. After the field trip and writing conclude, students can share their observations aloud.

I saw a in a hurry.

I know it was in a hurry
because....._

I think it was in a hurry because it had to_

For online learning, adults can use videos of nature walks, or outdoor places.

Nature Walk Links

A Virtual Walk in the Forest, <https://www.youtube.com/watch?v=s944Md4aC7I>

Sesame Street Nature Walk, <https://www.youtube.com/watch?v=1nXmlDejoHk>

Senses Nature Walk, <https://www.youtube.com/watch?v=OT3X8gkzj4E>

Marble Run: Adults can use the Marble Run Game or students can help build their own track for a marble to roll down. While rolling the marbles down the track, adults can use the core word to describe how the marble gets faster and hurries down the track.

Picture Book: Adults can use a camera, polaroid camera, or their phone and help students take pictures of different activities or times during the day when students are typically in a hurry, such as when the bell rings in the morning or at the end of the school day. Then, adults and students can take the pictures and create a scrapbook with all the different moments spent in a hurry at school.

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, students can give instructions on what actions the adults should take during gameplay. Adults can focus on using the core word while playing. For example, students can practice with phrases such as: hurry get the boy, Let's hurry to the other room. If 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, you are in a hurry to get to the grocery store!) Adults can also intentionally move very slow during game play, to provide opportunities for students to use, "hurry" or provide moments for adult to model the word (e.g. I see, you want me to move faster - you want me to hurry!).

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, **hurry**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who is in a hurry to complete a task. Adults can assist students in creating dialogue in the story using the core word.

Bookcreator.com Website - The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **hurry**. For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I like to hurry to ____, I will hurry ____, etc.). Additionally, adults can create their own story focusing on the core word and discuss the core word with the student.

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

Thank you!

CORE WORD: **Light**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g. this object is **light**)

COMPLEMENT (e.g. your light shines **bright**)

REQUEST (e.g. please turn on the **light**)

ASK A QUESTION (e.g. is this heavy or **light**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can describe their snack (e.g. this cracker is **light**).

Circle: Students can go around the circle and point out one friend who **lights** up their day (e.g. "Nicole **lights** up my day").

PLAY

Toys and Games: Students can play with flashlights and shine a light on different parts of the room while saying '**light**'.

Recess: During recess students can go around the playground and find objects that are **'light'** - students can keep track of these objects with a list. Adults can take pictures and add them to the **'light book'** (see Apps & Technology for more information on this).

READING

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

[The Light in the Night By Marie Voigt | Bedtime Stories for kids | Read Aloud](#)

[Firenze's Light by Jessica Callaco | Books for Kids Read Aloud](#)

[LIGHT UP THE NIGHT by Jean Reidy | MAGGIE READS | Children's Books Read Aloud!](#)

[You Are Light by Aaron Becker - AEJI Storytime Channel for Kids](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can each choose a friend and tell them 'you **light** up the room.'

SENSORY MOTOR

Students and adults can survey the weight of some objects in the room and indicate if they are light or heavy. If an object is light, students can indicate **'light'**. Adults can support in the understanding of this concept by modeling a turn first (e.g. 'this book is **light**').

Students can also practice turning on the light switch and say **'light'** at the same time. Adults can help them with this if need be!

VIDEOS, MUSIC, ANIMATED SHORTS

[The Light Switch - Improv Everywhere](#)

[Single Pole Switch Lighting Circuits - How to wire a light switch](#)

[Hanukkah: The Festival of Lights Starts Tonight | National Geographic](#)

[What is Kwanzaa? Check out this Kwanzaa for Kids Cartoon \(Educational Videos\) - Educational Videos for Students \(Cartoons on Bullying, Leadership & More\)](#)

STRUCTURED ACTIVITIES

Adults can explicitly explain to students what light means using the following links.

[Light | Definition of Light by Merriam-Webster](#)

ART OR SCIENCE ACTIVITIES

Students and adults can talk about light using the following two videos and decorate a lightbulb. Adults can help students write some facts about light and electricity too!

[All About Light by Lisa Trumbauer | Educational Book](#)

[Sources of Light | Science for Kids | Kids Academy](#)

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or other story generating apps, students and adults can create a 'All About **Light**' book that includes pictures of students participating in any of the above activities. Students and adults can read the book together.

WORD WALL: Create a WordWall and add '**light**' 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: **Dark**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. it's **dark** in here)

ASK QUESTION (e.g. is this **dark** enough?)

REQUEST (e.g. make it **dark** in here)

AFFIRM (e.g. yes, I like **dark** chocolate)

DESCRIBE (e.g. it's dark)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can try a piece of **dark** chocolate and practice labeling it.

Circle: Students can go around and indicate if they are wearing **dark** clothing.

PLAY

Toys and Games: Students can sort toys into a **dark** or light pile depending on the color of the toy and indicate 'this is **dark**' when sorting.

READING

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

[The Darkest Dark by Chris Hadfeild - Kids Books Read Aloud](#)

[The Dark - Lemony Snicket - AHEV Library](#)

[Orion and the Dark by Emma Yarlett | READ ALOUD - Storytime with Ryan & Craig](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about the colors of their clothing with friends and use the word 'dark' as a describing word.

SENSORY MOTOR

Students and adults can practice using the light switch and turn off the lights while saying 'dark.'

VIDEOS, MUSIC, ANIMATED SHORTS

[Lady Gaga - Dance In The Dark \(Clean Version\) Lyrics](#)

[JOJI - Slow dancing in the dark \(Clean Lyrics\)](#)

[Rihanna - Dancing In The Dark \(Audio\)](#)

[Scared Of The Dark | Kids Nursery Rhymes and Children Songs | Cartoon Videos for Babies](#)

STRUCTURED ACTIVITIES

Adults can turn off all the lights and explain that this is one meaning of 'dark.' Students can comment on the room being 'dark.' Adults can also explain which

colors are dark colors and point out dark objects in the environment such as clothing or furniture.

ART OR SCIENCE ACTIVITIES

Students and adults can take a picture using only **dark** colors (e.g. a night sky).

Adults can show students this video about the benefits of **dark** chocolate!

[10 Proven Health Benefits of Dark Chocolate | Why Is Dark Chocolate Healthy? Lacey Baier](#)

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or another story generating application (e.g. google slides, PowerPoint, etc.) students and adults can create a '**dark**' story by taking pictures of the students participating in any of the above activities and add in videos of the students turning off the lights for bonus fun!

WORD WALL: Create a WordWall and add '**dark**' 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

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