

CORE WORD: **Know**

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 **know** that?)

GOSSIP (e.g. I **know** what they did!)

MAKE CHOICES (e.g. I **know** what I want.)

SHARE INFORMATION (e.g. Did you **know** that _____)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can select their snack by saying "I **know** what I want to eat!"

Circle: During circle time adults can ask students questions and students can respond by saying "I **know** the answer" or "I don't know the answer."

PLAY

Toys and Games: Students can use “**know**” to indicate to other students that they **know** how to play a game, or that they **know** how a toy works.

Recess: At recess, students can use “**know**” to indicate to other students that they “**know**” how to play a game at recess (e.g. “I know how to play tag”). Students can teach other students how to play if they don’t know.

READING

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

I **know** a lot of things by Ann and Paul Rand, courtesy of Daiane Silva:

https://www.youtube.com/watch?v=Nv3umBDOS7A&ab_channel=DaianeSilva

This book is about things that someone **knows** about different animals.

I **know** a rhino by Charles Fuge, courtesy of Books Read by Ed:

https://www.youtube.com/watch?v=oBZguYC5YKs&ab_channel=BooksReadByEd

This book is about a little girl and all the animals that she **knows**. She does different things with each animal she **knows** as well!

I **know** a bear by Mariana Ruiz, courtesy of StoryTimeFamily:

https://www.youtube.com/watch?v=hDXNRu_pSQU&ab_channel=TheStoryTimeFamily

This book is about a bear that a girl **knows** that lives at the zoo. One day she has an idea on how to make living at the zoo better for the bear.

Wherever you go, I want you to **know**... by Melissa Kruger, courtesy of Happy Book Story Time:

https://www.youtube.com/watch?v=4hz7RcY7lcE&ab_channel=HappyBookStoryTime

This book is about an adult who wants their child to **know** that wherever they go, they will be loved and they are important.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about mutual friends that they **know**. They can have a conversation and say “I **know** that person too! They are my friend.” It will be a good way to have students form connections with each other based upon mutual relationships.

SENSORY MOTOR

Students can be given a list of activities they can choose from. When they have made a choice, they can say “I **know** what I want to do!”

A list of activities can include:

Sensory bin, shaving cream, weighted vest, water table, trampoline, swinging, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

If you're happy and you **know** it, courtesy of Kids Academy:

https://www.youtube.com/watch?v=0vTil6AEI9Q&ab_channel=KidsAcademy

Do you **know** what color this is?, courtesy of Evergreen ABC:

https://www.youtube.com/watch?v=ptwFp1A7Kx0&ab_channel=EvergreenABC

Getting to **know** you from the King and I, courtesy of Rodgers & Hammerstein:

https://www.youtube.com/watch?v=Vlx6gQWfjp0&ab_channel=Rodgers%26Hammerstein

I **know** him so well from “Chess”, courtesy of Whitney Houston:

https://www.youtube.com/watch?v=o3Exj5hubaw&ab_channel=WhitneyHouston-Topic

Know your worth by Khalid and Disclosure, courtesy of Khalid:

https://www.youtube.com/watch?v=aEDULPGIwcg&ab_channel=KhalidVEVO

STRUCTURED ACTIVITIES

Students can do a KWL chart about different activities. K, meaning **know** is what they already know about the topic. W, meaning want to **know**, is what they want to learn about. L, meaning learned, is filled out after the activity and they put in what they learned about the activity.

Know	Want to know	Learned

ART OR SCIENCE ACTIVITIES

Using construction paper or google slides, students and adults can draw a brain and decorate it. With support from adults, students can also write facts that they "**know**" on the page.

USE OF APPS OR OTHER TECHNOLOGY

Any app: Students and adults can show each other what they **know** about different applications.

WORD WALL: Create a WordWall and add '**know**' 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: **At**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. **at** school)

ANSWER QUESTION (e.g. I'm **at** home)

ASK QUESTION (e.g. **at** soccer practice?)

AFFIRM (e.g. yes, **at** school)

ROUTINES AND SCHEDULES

Attendance: Adults can take attendance and students can say '**at** school' to indicate that they are at school.

Snack/mealtimes: Students can indicate that they are '**at**' the table and ready for snack time.

Circle: Students can take turns saying something that they are excited to do that day **at** school (e.g. "**at** school today...").

PLAY

Toys and Games: During imaginative play, students can use 'at' while playing with a playhouse ('at home.).

Recess:

Recess Scavenger Hunt: Students can go around the playground during recess and explain to a friend what to do at each spot (e.g. 'at the slide...', 'at the swings...'). Students can direct adults in completing a task at each place!

READING

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

[Louie's Day At The Park \(Children's Audio Book\) Louie Talks](#)

[Slumberkins - The Feels by Kelly Oriard and Collie Christensen - Ingham County Health Dept](#)

[Let's Celebrate By Kate DePalma - Read Aloud by Suchitra - ThePhDMama](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can tell each other stories or ask each other questions using 'at' (e.g. what do you like at recess?).

SENSORY MOTOR

Students and adults can stomp, jump, or clap their hands every time they get to a spot at school.

VIDEOS, MUSIC, ANIMATED SHORTS

[Jan Richardson Sight Words | Level A | At | Jack Hartmann](#)

[Word Family -at | Phonics Song for Kids | Jack Hartmann](#)

[Reduction: the word AT -- American English Pronunciation](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach the word 'at', what it means and how to use it in a sentence. <https://grammar.yourdictionary.com/grammar-rules-and-tips/correct-grammar-usage-of-at.html>



Rule: A preposition *must* be followed by a noun or a pronoun.

I am looking **at him.**

Image courtesy of: grammar.yourdictionary.com

Students can practice using the core word '**at**' through structured writing activities (**At** + location). Adults can support this activity visually using sentence strips.

At
At
At
At
At

ART OR SCIENCE ACTIVITIES

@ **Symbol:** Students and adults can decorate an '**at** symbol' or make a collage with '**at** symbols'. Adults can explain this symbol to the students beforehand as well as include the child's symbol for '**at**' as well.

Adults can use this link to support the explanation of the at symbol.

https://en.wikipedia.org/wiki/At_sign

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello* or another story generating application (e.g. google slides, PowerPoint, etc.) students and adults can create an '**at**' story by taking pictures of the students participating in any of the above activities or making the structured writing activity into pages of a book.

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

CORE WORD: **Surprise**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTIONS:(e.g. Were they **surprised**?)

MAKE CHOICES (e.g. I think we should **surprise** him.)

EXPRESS A FEELING (e.g. Wow! I was so **surprised!**)

CLARIFY (e.g. Were you really **surprised**?)

ROUTINES AND SCHEDULES

Schedules: When going over a schedule as a class, students and adults can talk about when there are **surprise** activities that aren't a part of their normal schedule, such as a fire drill or a visit from a guest.

PLAY

Peekaboo: Adults and students can play peekaboo together. Instead of saying “peekaboo” they can say “**surprise**” when they uncover their eyes.

Stuffed animals: Adults and students can have stuffed animals hide behind different items and have the stuffed animals jump out and say “**surprise**” to other stuffed animals.

READING

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

Little fox's surprise by Trace Moroney, courtesy of Stories for Kids:

https://www.youtube.com/watch?v=ePg_0O7w8Dg&ab_channel=StoriesForKids

This book is about fall and the fall fair. Little fox is nowhere to be found and is planning a **surprise** for Big red fox. Big red fox goes on a clue hunt looking for little fox.

Handa's Surprise by Eileen Browne, courtesy of Adrian Wong:

https://www.youtube.com/watch?v=ocnRQi89nK8&ab_channel=AdrianWong

This story is about a girl named Handa and the **surprises** that happen to her as she walks through her village with different fruits.

Arthur's Birthday Surprise by Marc Brown, courtesy of A&D FunKids:

https://www.youtube.com/watch?v=hurURWcLFE4&ab_channel=A%26DFuNKiDs

This book is about Arthur and the **surprise** birthday party that is planned for his sister D.W.

Pete the cat and the surprise teacher by James Dean, courtesy of Let's Read

Stories:https://www.youtube.com/watch?v=fvKm3VSZkrY&ab_channel=Let%27sReadStories

I will surprise my friend by Mo Willems, courtesy of SnuggleBug Storytime:

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about **surprise** parties and what the social expectations are of **surprise** parties when you are invited to one. For instance, one social expectation would be to not tell the person who the party is for so that it remains a **surprise**.

SENSORY MOTOR

Students and adults can use a sensory bin that has rice in it. When they pull out different items, they can talk about how each item will be a **surprise** because rice is opaque, so you can't see through it to other items.

VIDEOS, MUSIC, ANIMATED SHORTS

A Surprise for you, courtesy of Super Simple Songs:

https://www.youtube.com/watch?v=KdHViSpdGtK&ab_channel=SuperSimpleSongs-KidsSongs

Poopsie Slime Surprise, courtesy of Num Noms:

https://www.youtube.com/watch?v=OfY3JZX9FJU&ab_channel=NumNoms

Sugar by Maroon 5, courtesy of Maroon 5:

https://www.youtube.com/watch?v=09R8_2nJtjg&ab_channel=Maroon5VEVO

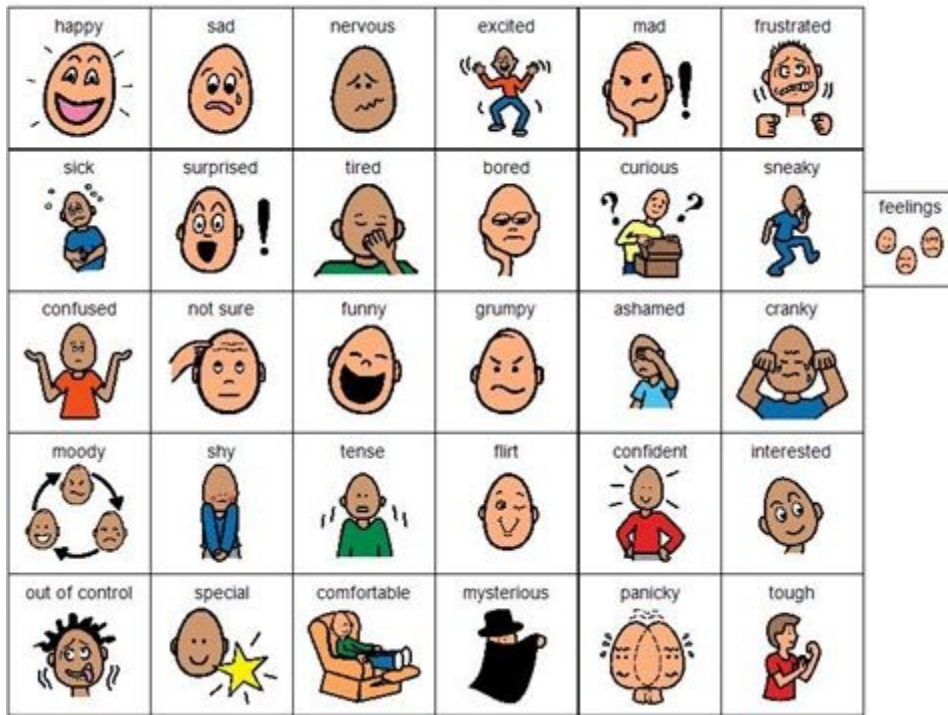
In this song, the band surprises couples at their wedding by performing at their wedding.

Best surprise reaction videos, courtesy of PEACHY:

https://www.youtube.com/watch?v=IZHwZwfy9W0&ab_channel=PEACHY

STRUCTURED ACTIVITIES

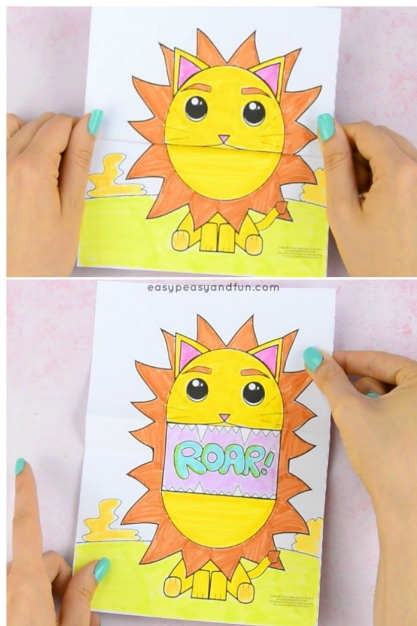
Adults can have students answer how they are feeling that day using the following chart that contains an icon for **surprise**:



*courtesy of boardmaker

ART OR SCIENCE ACTIVITIES

Adults can have this template, courtesy of easy peasy fun, for students to color in and use. If students want, they can also create the template themselves.



USE OF APPS OR OTHER TECHNOLOGY

Toca Boca Birthday Party: This app is used to throw a birthday party; however, students and adults can make it a **surprise** birthday party using their imaginations.

WORD WALL: Create a WordWall and add '**surprise**' 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 Karen Fahey @karenxfahey@gmail.com or Beth Lytle @blytle@mail.sfsu.edu

Thank you!

CORE PHRASE: **I don't know**

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. **I don't know**)

NEGATE (e.g. **I don't know**)

ASK FOR HELP (e.g. **I don't know**, help)

ASK QUESTION (e.g. **I don't know**, do you?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can answer questions about their food at snack time (e.g. "How do you make that?", "**I don't know**").

Circle: Students can play trivia at circle time, and if they don't know an answer they can say "**I don't know.**"

PLAY

Toys and Games: Students can answer with “**I don’t know.**” when someone asks what they want to play and they aren’t sure yet.

Recess: Students and adults can use “**I don’t know**” during snack time to answer questions (e.g. “have you had this snack before?”, “**I don’t know**”).

READING

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

[I Don't Know What To Call My Cat -Kids Book -Children's Books Read Aloud - A Book In Time](https://www.youtube.com/watch?v=8QpwJq7Asi0)

<https://www.youtube.com/watch?v=8QpwJq7Asi0>

There was an old lady who swallowed a fly by Simms Taback:

https://www.youtube.com/watch?v=Q4TMrXkDMI&t=12s&ab_channel=BrightlyStorytime

This story has a repeated line of “**I don’t know why** she swallowed a fly!”

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other how they are or how they feel. If students are not sure about how they feel that day, they can answer honestly and say, “**I don’t know** how I feel.” It can be encouraged that it’s okay to not know how you feel all the time.

SENSORY MOTOR

Students and adults can use a sensory bin with unfamiliar objects. When someone picks an object that they don’t know about they can say “**I don’t know** what this is.” There can then be a conversation about what different new items are.

VIDEOS, MUSIC, ANIMATED SHORTS

I don't know my name by Grace VanderWaal courtesy of Oh Never Mind It's Just Me - Grace VanderWaal:

https://www.youtube.com/watch?v=XGIKvBtoWjl&ab_channel=GraceVanderWaalVEVO

Taylor Swift - 22 (Lyrics) courtesy of Nicky Santoso

https://www.youtube.com/watch?v=upZ_q9CdXI4

The Sheepdogs - "I Don't Know" - official music video

https://www.youtube.com/watch?v=h_5q0n2mDR8

STRUCTURED ACTIVITIES

Adults can have “**I don’t know.... yet!**” Sheet for students. Students can fill out the sheets about what they don’t know yet but they want to learn about. Students can take turns telling each other what they don’t know and they can explore those thoughts together as a class.

I don’t know.... yet!

ART OR SCIENCE ACTIVITIES

Students can make the shrugging shoulder emoji and be taught that shrugging your shoulders means you normally are saying “**I don’t know**”.



*courtesy of emojis

USE OF APPS OR OTHER TECHNOLOGY

Any app: Any app can be used for students to answer “**I don’t know**” if they aren’t sure if they want to play it.

WORD WALL: Create a WordWall and add ‘**I don’t know**’ to the list.

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

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