

CORE WORD: **We**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g., where are **we** going?)

SHARE INFORMATION (e.g., **We** are going to the park.)

AFFIRM (e.g., Yes, **we** can do that.)

GOSSIP (e.g., **We** don't like them.)

ROUTINES AND SCHEDULES

Calendar time: At the beginning of the day, the adult can go over what the class does at different times of the day. After the adult goes over it once, they can have the class repeat it back to them. They can help prompt the class by saying "First, **we** _____" and have the class fill in the blank. As the class gets more comfortable with this routine, the adult can fade out the prompts and go to "First, _____" and wait for the class to say, "**We** do math, etc.".

PLAY

During imaginative play, students can use **'we'** to label what the group is doing (e.g., **'we'** are pretending to be dancers').

READING

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

Yes, **we** can! By Sam McBratney, courtesy of Lights Down Reading:
https://www.youtube.com/watch?v=llpDSBo3OUo&ab_channel=LightsDownReading

This book is about a group of friends who all point out what each other can't do, until they realize what they can do as a group.

We are the dinosaurs! By Laurie Berkner, courtesy of The StoryTime Family:
https://www.youtube.com/watch?v=vvg-OUH6WNE&ab_channel=TheStoryTimeFamily

This is a great book about dinosaurs and what they can do, it also has a song that you can sing with the book.

We don't eat our friends by Ryan T. Higgins, courtesy of PV Storytime:
https://www.youtube.com/watch?v=qgZ7Bfb3XBY&ab_channel=PVStorytime

This book is about a young dinosaur who is about to start school. She is warned by her parents to not eat her human friends and classmates, but her friends and classmates are just too delicious to her!

We are family by Patricia Hegarty, courtesy of Jennifer Jones:
https://www.youtube.com/watch?v=K3FYpj3UER4&ab_channel=JenniferJones

This book is about families and how they may look different, but families support each other.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can show students this video from Sesame Street about the book "**We're** all wonders" by R.J. Palacio. This book talks about a boy that is the same as other kids in a lot of ways, but also very different. He only has one eye, and that

can look like a big difference. The characters and people on Sesame Street talk about this difference and how sometimes people are not nice to others when they are different. They then go on to talk about how we're all special and we need to be nice to one other, even if we look different. This lesson can be taught to the students as well and make sure they know it's okay to be different, but we need to be nice to everyone.

https://www.youtube.com/watch?v=QhCoHZHnzcE&ab_channel=SesameStreet

SENSORY MOTOR

Students and adults can use a variety of sensory motor items, such as shaving cream, finger paint, kinetic sand, pipe cleaners, sequin pillow, etc., to trace, draw or create the word **we** and then walk about what they like to do as a group. For instance, write **we**, and then say, "**we** like to use finger paints".

VIDEOS, MUSIC, ANIMATED SHORTS

The more **we** get together by The Learning Station, courtesy of The Learning Station: https://www.youtube.com/watch?v=lldmkrJXQ-E&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

We are the world, courtesy of Kids Online Channel:

https://www.youtube.com/watch?v=HqjYoUbmAPs&ab_channel=KidsOnlineChannel

We are a family by Jack Hartmann courtesy of Jack Hartmann Music Channel:

https://www.youtube.com/watch?v=foptl0BeXnY&ab_channel=JackHartmannKidsMusicChannel

We are the pirates by bounce patrol, courtesy of bounce patrol kids' songs:

https://www.youtube.com/watch?v=jx79dLugPwQ&ab_channel=BouncePatrol-KidsSongs

Diamonds by Rihanna covered by One Voice Children's Choir, courtesy of One

Voice Children's Choir: https://www.youtube.com/watch?v=fleKy8mD-1k&ab_channel=OneVoiceChildren%27sChoir

Young Adults:

We are Young by Fun! Featuring Janelle Monae, courtesy of Fueled by Ramen:
https://www.youtube.com/watch?v=Sv6dMFF_yts&ab_channel=FueledByRamen

We are the Champions by Queen, courtesy of Queen Official:
https://www.youtube.com/watch?v=04854XqcfCY&ab_channel=QueenOfficial

We are Family by Sister Sledge, courtesy of Pierre Richard:
https://www.youtube.com/watch?v=eBpYgpF1bqQ&ab_channel=PierreRichard

We will rock you by Queen, courtesy of Queen Official:
https://www.youtube.com/watch?v=-tJYN-eG1zk&ab_channel=QueenOfficial

We belong together by Mariah Carey, courtesy of Mariah Carey:
https://www.youtube.com/watch?v=0habxsuXW4g&ab_channel=MariahCarey
[VEVO](#)

We don't talk anymore by Charlie Puth featuring Selena Gomez, courtesy of Charlie Puth:
https://www.youtube.com/watch?v=3AtDnEC4zak&ab_channel=CharliePuth

STRUCTURED ACTIVITIES

Adults and students can first watch this Sesame Street video on the book "**We**'re the different, **we**'re the same" by Bobbie Jane Keats, courtesy of Sesame Street:
https://www.youtube.com/watch?v=hUrb4SZnxg&ab_channel=SesameStreet

After watching this video and learning about how **we** are all different but also the same, classmates can make lists of their differences and similarities. It is important to make sure that students understand that just because they may look different from their classmates, it doesn't mean they or their classmates are any less important.

We are different	We are the same

ART OR SCIENCE ACTIVITIES

Using a class picture, students can cut and glue a class picture onto construction paper and practice writing/saying 'we'. Adults can support students in writing sentences about the picture as a well (e.g., '**we** are a class' or '**we** are a team').

USE OF APPS OR OTHER TECHNOLOGY

Bookcreator: Bookcreator can be used by groups to create different books about what they like to do. They can create pages that start with "**We** like to..." and detail the different things that they like to do.

TocaBoca: TocaBoca or any other app can be used and students can take turns with the tablet or they can make decisions together. They can be asked "what are you all doing" and respond with "**We** are..."

WORD WALL: Create a WordWall and add '**we**' 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 or Beth Lytle [@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)

Thank you!

CORE WORD: **Are**

For Educators, Related Service Providers and Parents

Recasting

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g., We **are** going to the movies tonight.)

NEGATION/DENY (e.g., We **are** not going to do that.)

COMMENT (e.g., They **are** great actors.)

GOSSIP (e.g., They **are** not supposed to be doing that.)

ASK A QUESTION (e.g., Are you going to the movies with us tonight?)

ANSWER A QUESTION (e.g., Yes, we **are** going to drive with you.)

GET HELP (e.g., Are you going to need to borrow money for a ticket?)

GAIN ATTENTION (e.g., Here we **are**!)

INITIATE (e.g., **Are** you ready for a fun night?)

DIRECT ACTION (e.g., They **are** going to need to purchase tickets online if they want to see it with us.)

DISAGREE (e.g., No, they **are** not supposed to be talking during the movie.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During snack or mealtimes, adults can comment on what is happening, (e.g., We **are** eating. We **are** drinking).

Circle Time/Morning Meeting: During morning meetings, adults can focus on all the positive behaviors they observe, incorporating the word, 'are.' Some examples may include but are not limited to: "I see that you **are** sitting. You **are** all listening. You **are** looking. You **are** doing a great job.

Washing hands: After students wash their hands, adults can comment using AAC system(s), (using Aided Language Stimulation) to model such sentences as: "Now, our hands **are** clean." "They **are** not dirty." Students can work in pairs to discuss how their hands **are** different since they have been washed.

Exercise: During group exercises, (structured or unstructured), adults can model and facilitate opportunities for students to comment on what the group is doing using their AAC system. For example: We **are** jumping. Adults can provide multiple opportunities to use the AAC system to comment and describe what is happening using the verb, 'are' and modeling expression in complete sentences.

PLAY

Toys and Games:

Students can be provided with collective opportunities to discuss and comment about what they are playing with as a group. Adults can provide modeling as they are playing alongside students, (e.g., We **are** playing with a puzzle). Adults can utilize other pronouns to describe what they see happening and thereby model different ways to use the word, 'are.' (example: You **are** playing with blocks. They **are** playing with Potato Head. They **are** playing Candyland or any board game or online/computer game). Students can be encouraged to describe what their peers are doing using a variety of pronouns along with the word, 'are' to describe what they see.

READING

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

[Good Dog, Carl | Talk Along Wordless Picture Book | Illustrations and Story by Alexandra Day](#) (Courtesy of Amanda Thorp) (Students can comment on what the baby, the dog and the Mom **are** doing in the book).

[Goodnight, Gorilla.](#) By Peggy Rathmann Kids storytime. Courtesy of Sunshine

Students can be provided the opportunity to talk about what the people and the animals **are** doing in the story. Students can also predict what they **are** going to do next.

[Are You My Mother?](#) By P.D. Eastman Courtesy of Vancemo

[Are You My Mommy?](#) by Mary Murphy Courtesy of Anna-Michelle McSorley

SOCIAL INTERACTIONS AND VIDEO MODELING

[How to Greet Someone at School Social Story](#) Courtesy of Emily Blase

Young Adults

Adults and students can talk about news articles in Newsela, (free online resource for educators) which provides current events across many topics (with the option of text leveling) as well as text to speech read aloud. Students can comment on what is happening in the article and discuss the topic as a group. <https://learn.newsela.com/#text-to-speech-with-chrome-browser-plugins>

SENSORY MOTOR

Students and adults can collect items of varying textures to glue to the Valentine Cards. Students can comment on what they look, feel, or smell like, (e.g., They are ____).

VIDEOS, MUSIC, ANIMATED SHORTS

[Are We There Yet? | CoComelon Nursery Rhymes & Kids Songs](#)

[I'm Looking for My Friends! - Sid the Science Kid](#) - The Jim Henson Company
Adults can ask the students if the children **are** friends.

[Hello Song | Hello Hello How Are You](#) | Hello Song for Kids | Courtesy of The Kiboomers Music Channel

[Hello! | Super Simple Songs](#) Courtesy of Super Simple Songs- Kids Songs

[Sesame Street: Elmo and Abby's Valentine's Day Song](#) Courtesy of Sesame Street

[Sesame Street: Valentine's Day Street Story](#) Courtesy of Jimmy Greenfield. Students can discuss what is happening and incorporating using the word, 'are'

[Crumbs \(animated short film made in Blender & Lightwave\)](#) Courtesy of James Campbell. Students can comment on what they, (the mice) **are** doing and predicting what might happen, (incorporating the word, '**are**' in their comments and sentences).

Young adults:

[Billy Joel - Just the Way You **Are** \(Live 1977\) \[Official Video\]](#) (Song) Courtesy of Billy Joel!

[U.S.A. For Africa - We **Are** the World \(Official Video\)](#) Courtesy of USA for Africa VEVO

[Ariana Grande ft. Iggy Azalea - Problem \(Official Video\)](#) (Song) Courtesy of Ariana Grande. Students can talk about what people **are** doing in the video!

[Backstreet Boys - I Want It That Way \(Official Music Video\)](#) (Song) Courtesy of the Backstreet Boys.

[Katy Perry - Dark Horse \(Official\) ft. Juicy J](#) "Are you ready for.... The perfect storm?" Courtesy of Katy Perry (Song)

[Justin Bieber - Baby \(Official Music Video\) ft. Ludacris](#) (Song) Courtesy of Justin Bieber.

[The Who - Who Are You - RARE promo for radio edit](#) (Song) Courtesy of CaptNemo 100

[More Cowbell - SNL](#) (Courtesy of Saturday Night Live). (Comedy Skit). Students can comment on what the band is doing, their music and what is happening.

STRUCTURED ACTIVITIES

Adults can review what will be happening during the day and model the word, '**are**' using a Big Core board or even an AAC App. Adults can write out sentences and accentuate the word, '**are**' in front of the room/class. Some examples:

We **are** going to be learning about letters.

We **are** going to play with toys.

We **are** going to be eating snacks.

We **are** going to go out to recess.

(The list goes on).

While reading books, have the students look for and point to the word, '**are**' when they see it on the page.

Have each student find where the word, '**are**' is on their talker/AAC system and assist them in creating a sentence using the word.

ART OR SCIENCE ACTIVITIES

[Pete The Cat - Valentine's Day Is Cool!: Valentine's Day Story For Kids](#) by Kimberly and James Dean. Courtesy of SandZ Academy

This story talks about how Pete the Cat made cards for all his friends. Listening to this story could be one way to introduce the art activity of Valentine's Card making.

Using construction paper, markers, and any other available art supplies students and adults can create Valentines cards. Adults can help students complete the sentence, "You **are** _____" by having the students select a descriptive word about each student, (e.g., cool, fun, awesome).

USE OF APPS OR OTHER TECHNOLOGY

Educators can utilize the free online resource, Newsela to discuss current events, focusing on the word, 'are.' Given the many topics to choose from and the ability to level the text and have it read aloud, this can be a useful educational resource that is free for educators to use.

<https://learn.newsela.com/#text-to-speech-with-chrome-browser-plug-ins>

WORD WALL: Create a WordWall and add '**are**' 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 Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

CORE WORD: **Fast**

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Recasting

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., **fast** animals, **fast** cars, **fast** person)

DIRECT ACTION (e.g., go **fast**, run **fast**)

COMMENT (e.g., **fast** and easy, wow so **fast!**, **fast** is hard)

SHARE INFORMATION (e.g., **fast** story, tell you **fast**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Adults can talk about how different foods they eat for snacks or meals are made, (e.g., cooked, (such as noodles or chicken) or uncooked, (such as peanut butter and jelly sandwiches or cold cereal) and that cooking takes time. Students can brainstorm food that is easy and fast to make. Students can then see how long it takes to pour cereal in a bowl with milk. Adults can talk about how cereal is **fast** and easy to make.

Adults can provide choices of snacks or meals to prepare together. Adults can also provide a visual timer nearby for students to use/check to see how long it takes.

Circle:

Adults can project a slide or share a visual such as a large piece of paper with two columns representing categories, labeled FAST and SLOW. Students can

provide themes such as: animals or even vehicles. Students can work on one theme at a time and name as many animals they can think of and determine if they are FAST or SLOW. Repeat with the theme of vehicles. Adults can share visuals and videos of animals or vehicles that are fast or slow.

As a different approach, the whole group could work on this project and pick one animal or vehicle at time and discuss which column they/it can be placed, (fast or slow).

PLAY

Toys and Games:

Students can play hot potato with any toy (e.g., ball, balloon, stuffed animal etc.). Students can split into 2 groups: one group plays the game, and the other group will be the peanut gallery, cheering on their friends.

Students can throw, roll, or drop the “hot-potato,” using any movement that gets it to the next person. Adults can play the music with a timer (see the video linked below). The music gets faster as the timer is about to run out). While the students are passing the potato, adults can model comments using students' devices with the peanut gallery group, indicating (e.g., **faster** joey!, **fast!**, throw!, go **fast!**).

Hot Potato music and video courtesy of Alex Toys Video

https://www.youtube.com/watch?v=XZuY-VJOie8&ab_channel=AlexToysVideos

Recess: Students can be asked before recess to find one fast activity during recess to report back on when they come in from recess (e.g., jump **fast**). Adults can check in as students line up to see what fast things they did or saw. As a review, (prior to recess), adults can preview examples of fast actions or games, by acting them out and discussing such activities on students' devices. Students can predict what fast things they might do or see at recess and find those words on their devices.

READING

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

Keeping up with Cheetah by Lindsay Camp

https://www.youtube.com/watch?v=BrLpvWytZXA&ab_channel=LanguageLizard

Faster! Faster! by Leslie Patricelli from YouTube Courtesy of Maggie Grace TV

https://www.youtube.com/watch?v=d_ZX8-ivNI4&ab_channel=MaggieGraceTV%21

The Tortoise and the Hare by Janet Stevens from YouTube courtesy of MamaFox Books

https://www.youtube.com/watch?v=F_S7GWj5Hr0&ab_channel=MamafoxBooks

Fast and Slow by Britta Teckentrup from YouTube courtesy of Clover Reading

https://www.youtube.com/watch?v=CgAubLREeU8&ab_channel=CloverReading

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch [this video/song](#) of friends cleaning up together. Adults can let students know that they will get the opportunity to clean up quickly/fast. Adults can pour out a bucket of toys, and then, as a group, they can put them away more quickly by helping each other. Adults can provide direct instruction about how working together makes clean up **fast**, as in the video of Didi and friends. Afterwards adults can provide a class poll and ask them, "How did it feel to clean up together?" Was it easy when it was fast or harder when they cleaned up slowly?

Let's Clean Up Together by Didi & Friends from YouTube courtesy of Didi & Friends - Nursery Rhymes and Kids Songs

https://www.youtube.com/watch?v=fC9PHgbzU5w&ab_channel=Didi%26Friends-NurseryRhymes%26KidsSongs

SENSORY MOTOR

Students can play with a rain stick, flipping it faster and slower, listening to differences in sound. Students can tell which speed they like more (e.g., modeling such utterances on the AAC systems, (e.g., ' "like **fast** noise, like slow noise").

Adults can facilitate by setting up a time for fast movements, slow movements, and free exploration. Adults can provide direct instructions with models on how to move the rain stick at each speed (e.g., time to move **fast!**). Adults can use a visual timer to support transitions between each phase.

DIY rain stick video courtesy of What's Up Mom

https://www.youtube.com/watch?v=k0C-K0VxMMk&ab_channel=WhatsUpMoms

VIDEOS, MUSIC, ANIMATED SHORTS

Fast and Slow circle time scarf dance from YouTube courtesy of Rebecca Gonzalez

https://www.youtube.com/watch?v=4xLfMILH9Tg&ab_channel=RebeccaGonzalez

Young Adults

Fast Car by Tracy Chapman from YouTube courtesy of Tracy Chapman

https://www.youtube.com/watch?v=AIOAlaACuv4&ab_channel=TracyChapman

Don't Stop Me Now by Queen from YouTube courtesy of Queen Official

https://www.youtube.com/watch?v=ZzERTATm4aM&ab_channel=QueenOfficial

Falling Fast by Avril Lavigne from YouTube courtesy of Avril Lavigne Music Discovery

https://www.youtube.com/watch?v=QHbtNosWrI&ab_channel=AvrilLavigneMusicDiscovery

STRUCTURED ACTIVITIES

Adults can read, Faster! Faster! by Leslie Patricelli, where the main character wants to go faster and faster. Each time the adult turns the page, students can respond all together (a choral response!) "**faster!!**". Adults can model this choral response using the cover of the book, model the target on students' devices, and have the whole group practice responding together.

If adults do not have access to the book, please refer to the YouTube video of the reading of the book and place it on MUTE so that you, the adult can read the book aloud in your way and style.

[Faster Faster](#) Courtesy of LenaHsu_Storytelling.

ART OR SCIENCE ACTIVITIES

Students can make pinwheels, then watch how the pinwheels move with more or less wind. Students can fill out an observation journal with sentence starters (e.g., A big wind pinwheel moves __(**fast**/slow) __. A little wind pinwheel moves __ (fast/slow) __.)

Adults can provide art supplies, art models, and facilitate making pinwheels. Adults can use hand-held fans to blow air at different speeds.

Simple DIY pinwheel art project courtesy of My Teaching Station

<https://www.myteachingstation.com/how-to-make-a-simple-pinless-pinwheel-with-your-kindergarten>

USE OF APPS OR OTHER TECHNOLOGY

Snapchat by Snap Inc. This app does not have to be used as a social media platform, it can be a simple video editing app. Students can record talking using a filter that speeds up or slows down voices in a funny way. Adults can facilitate and model finding different features.

https://play.google.com/store/apps/details?id=com.snapchat.android&hl=en_US&gl=US

GoNoodle by GoNoodle. This children's health and wellness app has fun yoga, exercise, and mindfulness activities. Students can follow along with fun videos and cartoons. Often the videos create stories around the exercise movements. Adults can pick out relevant videos for specific lessons or seasons.

<https://play.google.com/store/apps/details?id=com.gonoodle.gonoodle>

WORD WALL: Create a WordWall and add '**fast**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu.
Thank you!

CORE WORD: **Slow**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., **slow** game, **slow** day)

DIRECT ACTION (e.g., **slow** down, walk **slow**)

COMMENT (e.g., wow so **slow**)

TELL A STORY (e.g. bus **slow**, like music **slow**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can see who can take the longest to finish their snack. Adults can set up a visual timer to facilitate, and model comments/directions on students' devices (e.g., eat **slow**).

Circle:

Adults can provide direct instruction on what moving slowly looks and feels like by acting out an action slowly (e.g., watch closely, I move little but it takes a long time). Adults can model a description of the action on the student's device (e.g., walk **slow**). Students can find their words on their device and practice describing the action, then try out the action themselves, making it as slow as possible.

PLAY

Toys and Games:

Students can have a slow-motion competition, similar to red-light-green-light. One student can have the role “judge” and the rest of the students can have the role “movers”. Students move in slow motion until the “judge” turns around or covers their eyes, then students secretly move fast. If the Judge sees someone moving fast, they can tell them to slow down (e.g., **slow** down!, or Sam **slow!**). Students can rotate roles often so students get lots of practice with their target word.

Adults can assign roles to each student, model exaggerated slow and fast movements, and preview vocabulary for the game on students’ devices.

Recess

Students can notice one slow activity, and report on it when they get back from recess (e.g., swing **slow**). Adults can check in as students line up to see what slow things they did or saw. Before recess, adults can preview examples of slow actions or games, by acting them out and modeling on the students’ devices. Students can predict what slow things they might do or see at recess and find those words on their devices before they go out.

READING

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

(En español) La Siesta Perfect by Pato Mena from YouTube courtesy of Read Tia Carla

https://www.youtube.com/watch?v=elh-jnll7os&ab_channel=ReadTiaCarla

The Tortoise and the Hare by Janet Stevens from YouTube courtesy of MamaFox Books

https://www.youtube.com/watch?v=F_S7GWj5Hr0&ab_channel=MamafoxBooks

Fast and Slow by Britta Teckentrup from YouTube courtesy of Clover Reading

https://www.youtube.com/watch?v=CgAubLREeU8&ab_channel=CloverReading

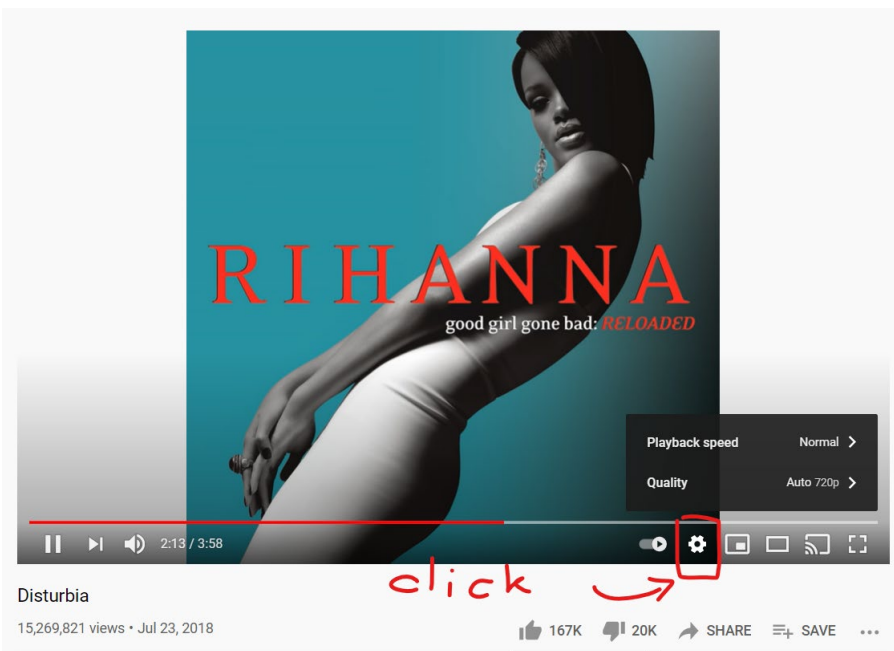
SOCIAL INTERACTIONS AND VIDEO MODELING

Students can pair up and receive roles: fast or slow and be assigned a task to complete together. The student who is assigned “slow” can practice asking their friend to slow down and wait for them (e.g., please **slow**, or wait **slow** down). The “fast” student can practice acknowledging their friend’s request and slowing down to a good pace for both of them (e.g., okay **slow**. *slows down* good **slow**?)

Adults can model this conversation and problem solving with another adult. Adults can also preview useful vocabulary such as help, wait and please.

SENSORY MOTOR

Adults can play a song at normal speed on YouTube; students can sing and dance along. Then Adults can slow the song down (*YouTube has a feature to change the video’s speed, see pictures below*) and replay it. Adults can repeat this several times playing the song slower each time. Students can sing, dance, clap, move their bodies etc. slower to match the slower music. Students can describe the first change in the music (e.g., **slow** song) and each time the song is played even slower (e.g., more **slow**).



Screenshot courtesy of Disturbia by Rihanna from YouTube courtesy of Rihanna

https://www.youtube.com/watch?v=wmGjajXDHKo&ab_channel=Rihanna-Topic

VIDEOS, MUSIC, ANIMATED SHORTS

Exercise Song for Children: bouncing up and down & Fast and Slow actions by Patty Shukla from YouTube courtesy of Patty Shukla Kids TV: Children's Songs

https://www.youtube.com/watch?v=DpMfP6qUSBo&index=4&list=PLA1eshv0YahLhW8RZeGVWE_UucV5rwQl&ab_channel=MarianHillVEVO

Young Adults

Slow Dancing in a Burning Room by John Mayer from YouTube courtesy of codyyates2180

https://www.youtube.com/watch?v=32GZ3suxRn4&ab_channel=codyyates2181

Slow Burn by David Bowie from YouTube Courtesy of cinderellllaa

https://www.youtube.com/watch?v=x6MDhtBEmCs&ab_channel=cinderellllaa

STRUCTURED ACTIVITIES

Students can share what they like to do on a slow, lazy Sunday by completing sentence starters (e.g., "I ___ slow.") Adults can facilitate by writing students answers on a shared paper/whiteboard/screen. Students can share their responses with a peer (e.g., I **wake up** slow).

ART OR SCIENCE ACTIVITIES

Students can brainstorm very fast actions they could perform (e.g., run, clap, wiggle, throw a ball, knock over a block tower). Then students can record each other performing the action and turn it into a slow-motion video. Adults can preview comments for when something is surprising (e.g., wow **slow**, or **slow** cool). Students can watch their videos as a class and make comments about their **slow** art.

(for iPhone) *SpeedPro Slow* by Motion Movie Maker Fast Edit

<https://apps.apple.com/pk/app/speedpro-slow-speed-video-edit/id939421784>

(for android) *Slow motion video FX: fast & slow mo editor* by Bizo Mobile

https://play.google.com/store/apps/details?id=com.mobile.bizo.slowmotion&hl=en_US&gl=US

Snapchat by Snap Inc. Students can record talking using a filter that speeds up or slows down voices in a funny way.

https://play.google.com/store/apps/details?id=com.snapchat.android&hl=en_US&gl=US

USE OF APPS OR OTHER TECHNOLOGY

(for iPhone) *SpeedPro Slow* by Motion Movie Maker Fast Edit

<https://apps.apple.com/pk/app/speedpro-slow-speed-video-edit/id939421784>

(for android) *Slow motion video FX: fast & slow mo editor* by Bizo Mobile

https://play.google.com/store/apps/details?id=com.mobile.bizo.slowmotion&hl=en_US&gl=US

Using one of these slow motion video apps, students can record videos and play them back in slow motion. Students can do or watch fast actions, then see them play slowly on the video, and tell a story to a peer or family member about what they make (e.g., run fast, look **slow**).

WORD WALL: Create a WordWall and add '**slow**' 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu.
Thank you!