

CORE WORD: **Draw**

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).

Drawing is an important part of children's development. It can help with cognitive development, coordination, writing, memory, and visual mapping of information. [Here is one article about why drawing is important.](#)

WAYS WE CAN USE THE WORD

REQUEST (e.g., I want to **draw**.)

COMMENT (e.g., I like to **draw**. Your drawing is pretty.)

PROTEST (e.g., I don't want to **draw**.)

ASK A QUESTION (e.g., What do you want to **draw**? What did you **draw**?)

DIRECT ACTION (e.g., **Draw** a cat)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can **draw** a personalized placemat for use at snack and mealtimes and talk about what they drew.

Circle: Teachers can use a whiteboard during circle and students can direct them to **draw** circle time content. For example, during an activity about the weather or feelings students can direct the teacher to "draw happy" or "draw sunny" using their AAC system. Students can use whiteboards to draw shapes

and work on fine motor and imitation skills. Students can use their AAC system to talk about their drawing.

Classroom jobs: Teachers or students can **draw** names from a hat to assign classroom jobs each week.

PLAY

Recess:

Teachers can bring chalk outside and let students know this is an option for outside play. Students can request to **draw** with chalk and teachers can ask about what they are drawing, or students can direct teachers or peers to draw specific items. Students can also tell others where to draw (on the concrete, on the easel, on the bricks, etc.)

Teachers and students can **draw** a chalk line or road for students to ride tricycles on.

Toys/games:

Etch-a-sketch provides students with a different sensory experience as they turn knobs to **draw** and shake the toy to make the drawing disappear. Students can comment about what they draw and how the drawing goes away.

During Bingo number, language, or literacy activities teachers can **draw** pictures from a bag or box. Students can request a turn to **draw** the picture from the bag or box themselves.

Students can play Pictionary and use their AAC devices to say whose turn it is to **draw**.

Students can **draw** with a magnetic drawing pad and stylus and talk about their drawing.

Students can **draw** or direct others to draw body parts while playing Hangman.

READING

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

Harold and the Purple Crayon by Crockett Johnson

https://www.youtube.com/watch?v=EpH93OZV_yc

The Pencil by Allan Ahlberg

<https://www.youtube.com/watch?v=EGujTipctv0>

The Art Lesson by Tomie Paola

<https://www.youtube.com/watch?v=ss9a-y9hsCc>

Harold y el Lapiz Color Morado

<https://www.youtube.com/watch?v=Hosl7UhkkWI>

The Drawing Lesson by Mark Crilley

<https://www.amazon.com/Drawing-Lesson-Graphic-Novel-Teaches/dp/0385346336>

SOCIAL INTERACTIONS AND VIDEO MODELING

Social Interactions:

Students can **draw** together on a large piece of butcher paper to create a group mural. Teachers can facilitate taking turns and sharing space as well as commenting on what the students are drawing.

Teachers can facilitate a group activity where students **draw** on windows with window markers. Students can talk about what they draw and ask other students for turns with markers and spray bottles to spray their drawings.

Video modeling:

[Draw with Akili and Me](#)

[Super Simple Draw](#)

[How to Draw Ed Emberly's Lion](#)

SENSORY MOTOR

Students can use their fingers, popsicle sticks or even toy cars or animals to **draw** in shaving cream, finger paint or pudding (check for allergies).

Students can **draw** to music. Teachers can talk about how they students perceive the sounds and about the senses of seeing, hearing, and touching.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Drawing Things Me Love](#)

<https://www.youtube.com/watch?v=bX-5BpW-iSw>

[AAC Activity: Describing a Drawing](#)

For older students:

[The Artist Who Draws with Her Eyes](#)

[Barenaked Ladies: Drawing](#)

<https://www.youtube.com/watch?v=EtKSduFSem0>

STRUCTURED ACTIVITIES

Teachers and students can discuss the word **draw** during higher level literacy activities involving multiple meanings (draw the water, draw a name from a hat, draw a picture, draw on your resources, draw out the argument, draw a card), drawing conclusions, as well as figurative language (draw the line).

Teachers can introduce **drawing** along with body awareness, pre-writing skills and imitation skills using the [Matman](#) curriculum.

Students can learn to use their visual skills for communication using [Sketchnoting](#), [Comic Book Conversations](#), and other techniques in which students **draw** what they are thinking, feeling, and hearing.

ART OR SCIENCE ACTIVITIES

Students with different physical abilities can engage in **drawing** activities using [adapted drawing tools](#) teachers can make themselves.

Students can **draw** what they see during observational science lessons. Drawing aids in memory.

USE OF APPS OR OTHER TECHNOLOGY

[*Draw with Hearts Happy Valentine's Day*](#)

[*Squiggles*](#)

[*Doodle Buddy*](#)

How to Freehand Draw using iOS Switch Control

<https://kpronline.com/blog/how-to-freehand-draw-using-ios-switch-control/>



Adapted drawing tools:

BOOM cards:

[Learning to Draw Shapes by Speech in the City](https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch[]=special&sort=score&order=-1)

[https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch\[\]=special&sort=score&order=-1](https://wow.boomlearning.com/search?collection=Decks&keyword=speech%20in%20the%20city%20draw&subjectSearch[]=special&sort=score&order=-1)

[Getting My Blood Drawn Social Stories and Activities by Comprehension Connection](https://wow.boomlearning.com/deck/getting-my-blood-drawn-social-story-and-activities-DT4xQ9gcNP4GbynQG)

<https://wow.boomlearning.com/deck/getting-my-blood-drawn-social-story-and-activities-DT4xQ9gcNP4GbynQG>

WORD WALL: Create a WordWall and add '**draw**' 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 Jamie Deiner at deinerj@sfusd.edu.

Thank you!

CORE WORD: **Cold**

(Note: Many activities in this worksheet are intended to be introduced in tandem with the Hot Activity Sheet)

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

DESCRIBE (e.g., This ice cream is so **cold**.)

EXPRESS A FEELING (e.g., My feet feel **cold**!)

SHARE PHYSICAL NEEDS (e.g., It is too **cold** in this room.)

REQUEST (e.g., Can I have a **cold** drink?)

ROUTINES AND SCHEDULES

Washing Hands: While students wash their hands, adults can demonstrate varying temperatures such as, **cold**, warm and (a little hot), (being careful with extremes). Adults can demonstrate how they adjust the faucets to change the temperature of the water. When the temperature changes, adults can describe the shared sensation on their hands by stating "This is what **cold** feels like!". For contrast, adults can describe what warm and hot feels like as well for a well-rounded experience.

Bath Time: Adults/parents can fill a cup with **cold** water and give it to the child to pour into bath water. Adults can facilitate conversation, by talking about the different temperatures, (e.g., "This water is cold! You can feel it. Let's pour it in the bath and see if it makes the bath water feel colder. Should we put more cold in or try hot this time?").

Monthly Calendar/Seasons: Adults can discuss how the temperature outside changes throughout the year as the seasons change.

Arrival- Discussing Types of Clothing: During Fall and Winter, adults can talk about how the air gets colder which means one needs to wear warm clothes like jackets to keep our body from getting too **cold**. When adults assist students in putting on their jackets, they can talk about how it's **cold** outside and that we need our jackets to keep us warm.

Snack/mealtimes: Adults and students can discuss preferred foods that are different temperatures. Adults can facilitate conversation by saying things like: "Tell me about some foods that you like to eat **cold**. What about drinks? What do you have in your lunch today that is cold or hot?"

PLAY

Toddler Time – Hot and Cold Activity (using cold water with ice and hot/warm water):

Directions: Place a mat on the floor or bring the activity outside, (keeping in mind that the student(s) may get a bit wet throughout the activity). Adults can provide two containers, one filled with cold water and ice, and the other with hot water (obviously not scalding). The resource, *Growing Play blog* suggested using two foam mats, (one blue and one red as examples) or even colored paper) to contrast the two containers to reinforce the concepts.

Adults can provide the student with a big spoon and instruct them to transfer some of the ice from the cold container into the container filled with warm/hot water so they could watch the ice melt.

Adults can model use of the target words using their voice and the AAC system, discussing what the students were experiencing. Some examples may include: "The ice in the blue bin is so **cold!** I wonder what will happen if we put some of the cold ice into the hot water? What happened?!"

To assess for understanding of such concepts, (receptively, adults can have students identify which container felt cold or hot, by saying "Show me the cold water" or "Point to the one that is cold".



Picture by GrowingPlay Blog

See full blog [post](http://growingplay.blogspot.com/2012/06/toddler-time-hot-and-cold.html) at: <http://growingplay.blogspot.com/2012/06/toddler-time-hot-and-cold.html>

READING

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

The Snowy Day | By Ezra Jack Keats | YouTube [Read Aloud](#) by EJK Foundation

A classic story about a boy named Peter who experiences his first snow day. He learns what it's like to dress warm for the **cold** weather and explores the city streets for snowy activities.

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

Too Hot? Too Cold? | By Caroline Arnold | YouTube [Read Aloud](#) by Diane Adra

Readers will learn how people and animals adapt to hot and cold climates by adjusting their body temperature. Our bodies help us feel just right when we are

in places that are too hot or too **cold**! We can help our bodies by wearing the right clothes.

<https://www.youtube.com/watch?v=dg6ha-C-Ebo>

SOCIAL INTERACTIONS AND VIDEO MODELING

Hot and Cold Water Science Experiment | Video by Kids Science

A video of a science experiment is contained in the link below! Students can view the video before engaging in the experiments themselves and adults can provide scaffolded support during the lesson and also preview the process so that they would know what to expect. Students can watch and see how the **cold** water changes the balloon!

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

Cold Water Sinks, Warm Water Rises | Video by George Mehler

Another video science experiment is found in the link below! Watch how the **cold** water sinks and the hot water stays at the top.

<https://www.youtube.com/watch?v=bN7E6FCuMbY>

SENSORY MOTOR

Sensory Bin with Cold Water and Ice: In a large bin or container, adults can fill it with about an inch of water and add a few ice cubes. Adults can model the use of targeted core vocabulary and/or expand on the student's utterances to enhance the sensory experience. Adults might ask, "Are you touching the ice with your fingers? They may comment, "Yes, it's very **cold**!" They might ask another question such as: "Is it making your fingers **cold**?"

Additionally, adults can add some small objects or toys to further add to the sensory experience and help continue to engage the student in the activity. Adults can also provide a spoon and something to stir into the water (e.g., flour, food coloring, glitter, etc.) to extend their play and add on another element after the ice has melted. It's important to keep the learning fun!

PS: This would be a fun outside sensory activity for a hot day, too.



Picture from Fun at Home with Kids

See full blog [post](https://www.funathomewithkids.com/2013/03/super-easy-sensory-play-ice-and-warm.html?m=1) at: <https://www.funathomewithkids.com/2013/03/super-easy-sensory-play-ice-and-warm.html?m=1>

VIDEOS, MUSIC, ANIMATED SHORTS

[Winter Vocabulary – Learn to Talk about the Winter Season](#) | Video by Easy English

Learn some simple words related to **cold** weather and the winter season!

https://www.youtube.com/watch?v=S_8M83PSncE

[FROZEN](#) | Let it Go Sing Along | Video by Official Disney UK

A fan-favorite, Disney classic movie's most popular song! Sing along with students and Elsa! "The **cold** never bothered me anyway"!

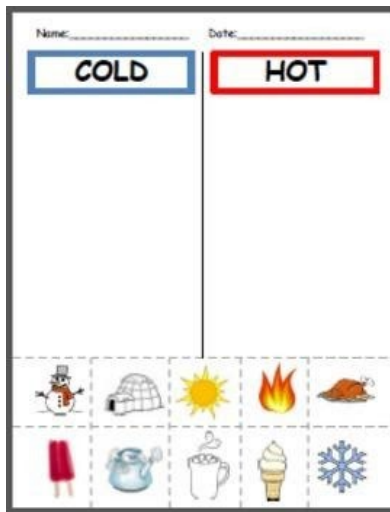
<https://www.youtube.com/watch?v=L0MK7qz13bU>

STRUCTURED ACTIVITIES

Hot and Cold Sorting Activity: Students can learn word opposites by practicing sorting and placing items in the respective hot or **cold** columns. If a student is unfamiliar with an item, adults can provide context through language, picture visuals, videos, or a sensory experience. Students can put the correct item in the paper pocket!

One example of sorting activity from Lakeside Learning via TeachersPayTeachers.com:

<https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-and-Center-1441229>



Picture Sample by Lakeside Learning via TeachersPayTeachers.com

Another example by ChalkDots via TeachersPayTeachers.com:

https://www.teacherspayteachers.com/Product/Hot-and-Cold-Sort-4555778?utm_source=Pinterest&utm_campaign=Hot+vs+Cold+Items+Sorting+Cards+%28PIA%29



Picture by ChalkDots via TeachersPayTeachers.com

ART OR SCIENCE ACTIVITIES

SCIENCE

****List of materials for all of the following science experiments below**** via [A Little Pinch of Perfect Blog](#)

- Voss Water bottle (or any plastic bottle)
- Red and blue food coloring
- Thermometer
- Water balloons
- Ice cube tray
- Glass measuring cups

Frozen Water: Fill water bottles half full with water. Mark the water line with a marker or rubber band and place in the freezer until completely frozen. Invite students to observe the change in water levels in its new frozen state. The Ice Line should be above the original water line from its liquid state because the molecules expand in its solid state. Adults can explain to students that when water gets very **cold**, it turns to ice!



Picture by A Little Pinch of Perfect

Red and Blue Food Coloring Race: Adults can fill one tall container with ice cold water and another tall container with (moderately) hot water. Students can add a few drops of red food coloring in the hot bottle and some in the blue bottle with cold water and students can watch and see what happens. (This

experiment is very fast so don't look away!). Technically, one could use whatever color food coloring on hand, but since red and blue helps to reinforce the difference in temperatures, those colors were utilized. The blue food coloring should move slower through the water compared to the red food coloring because the water molecules in the hot water have more energy and move faster than the water molecules in the **cold** water. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Hot and Cold Balloons: Fill small balloons with some air. (We used water balloons). Make them relatively the same size. Place one in cold water and one in hot water. (We used a pink balloon for the hot water and the blue balloon for the cold water). The hot water balloon should get larger as the air expands as it gets warm and the **cold** water balloon should shrink as the air inside condenses. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Thermometer Reading: After the balloon test, we can now use our thermometer to measure the water temperatures and then write the temperature on our Hot and **Cold** Molecule Craft (See above activity). Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

ART

Hot and Cold Molecule Craft: Students can glue, (created) molecules, (and such can be created by using beads, glitter, beans, etc.) in the labeled hot and cold cups, (where they can demonstrate their understanding of hot and **cold**).

The illustrated hot molecules should be spread out and moving around while the cold molecules should be condensed and slow moving. Head to A Little Pinch of Perfect's page to get your free printable art worksheet for learning about hot and cold water molecules! <https://alittlepinchofperfect.com/learn-hot-cold-temperature-science-experiments-kids/>



Picture by A Little Pinch of Perfect

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: hot, **cold**, different, same, many, few, down, up and more!

MarcoPolo Weather app (The Weather Learning Game): Free in Apple Store. An app about exploring different weather patterns – including snow and the **cold** air!

[**Kids Learning – Photo Touch Concepts \(Innovative Investments Limited\)**](#): An educational game that supports the learning of opposite concepts including hot and **cold**!

WORD WALL: Create a WordWall and add '**core word in bold**' 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 [**Amy Burt @ amyaburt@gmail.com.**](mailto:amyaburt@gmail.com)
Thank you!

CORE WORD: **Hot**

(Many activities in this worksheet are intended to be introduced in tandem with the Cold worksheet)

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

DESCRIBE (e.g., This tea is so **hot**!)

EXPRESS A FEELING (e.g., I am feeling very **hot** right now.)

SHARE PHYSICAL NEEDS (e.g., It is too **hot** in this room.)

REQUEST (e.g., Can I have a **hot** drink?)

ROUTINES AND SCHEDULES

Washing Hands: While students wash their hands, adults can demonstrate varying temperatures such as, cold, warm and (a little **hot**), (being careful with extremes). Adults can demonstrate how they adjust the faucets to change the temperature of the water. When the temperature changes, adults can describe the shared sensation on their hands by stating "This is what cold feels like!". For contrast, adults can describe what warm and **hot** feels like as well for a well-rounded experience.

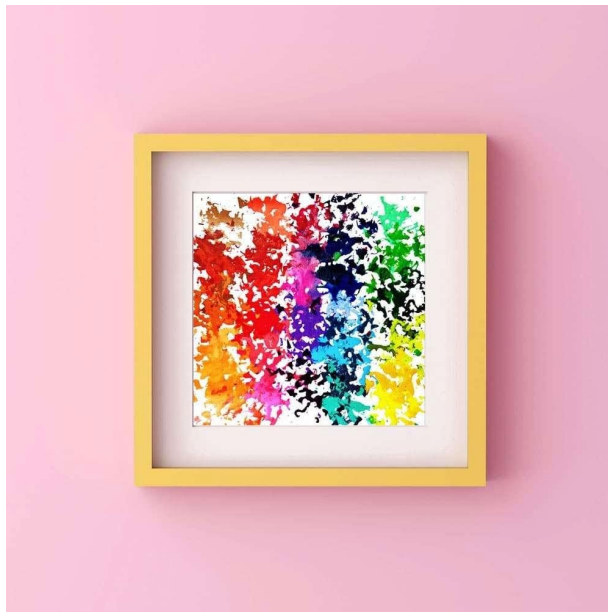
Bath Time: Adults/parents can fill a cup with **cold** water and give it to the child to pour into bath water. Adults can facilitate conversation, by talking about the different temperatures, (e.g., "This water is cold! You can feel it. Let's pour it in the bath and see if it makes the bath water feel colder. Should we put more cold in or try hot this time?").

Monthly Calendar/Seasons: Adults can discuss how the temperature outside changes outside throughout the year as the seasons change. During Spring and Summer, it gets hotter outside which means we can wear clothes like shorts and flip flops. We can wear certain clothes to help our bodies adjust to the temperature so we can feel just right. We do not want to get too **hot** or too cold!

Snack/mealtimes: Adults and students can discuss preferred foods that are different temperatures. Adults can facilitate conversation by saying things like: "Tell me about some foods that you like to eat **hot**. What about drinks? What do you have in your lunch today that is cold or hot?"

PLAY

DIY Melted Crayon Art: Students and adults can make beautiful art out of old broken crayons with a few materials by simply making it **hot**. Students can spark their creativity with this easily customizable project. Simple steps include: select your crayons, make them into shavings using a sharpener, design on canvas in a pattern of student's choice, cover with wax paper, and lastly adding heat from a hair dryer. In depth instructions can be found at <https://barleyandbirch.com/2020/06/make-diy-melted-crayon-art/>



Picture by Amanda Eldridge on BarleyandBirch.com

READING

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

[Is it Warm Enough for Ice Cream?](#) | by Violet Peto | YouTube Read Aloud by Lara Lee Kurutz

A simple and fun introduction to the changing seasons and different weathers. Students can learn about various temperatures and see the different activities to do on a **hot** day outside.

<https://www.youtube.com/watch?v=IPev5DpiEdc>

Too Hot? Too Cold? | By Caroline Arnold | YouTube [Read Aloud](#) by Diane Adra

Readers will learn how people and animals adapt to hot and cold climates by adjusting their body temperature. Our bodies help us feel just right when we are in places that are too **hot** or too cold! We can help our bodies by wearing the right clothes.

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SOCIAL INTERACTIONS AND VIDEO MODELING

[Hot and Cold Water Science Experiment](#) | Video by Kids Science

A video of one of the science experiments is explained below! Students can view the video before engaging in the experiments themselves with adults scaffolding the lesson and previewing the process so they know what to expect. Watch how the **hot** water changes the balloon!

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[Cold Water Sinks, Warm Water Rises](#) | Video by George Mehler

Another video is provided of the science experiments described below! Watch how the cold water sinks and the **hot** water stays at the top.

<https://www.youtube.com/watch?v=bN7E6FCuMbY>

SENSORY MOTOR

Warm Sensory Play for A Cold Day: On a cold day, adults can create a sensory play experience for the student by warming up uncooked rice in the microwave. Adults should of course make sure the rice is not too hot, but rather mildly hot or warm. Making the rice **hot** incorporates a different spin on sensory play and can be introduced to reinforce the concept of varying temperatures. Adults can add small toys or objects to the rice (after it was microwaved) to make the experience more fun and engaging! See more on Surprisingly Special's blog [post](#).

<https://surprisinglyspecial.com/2016/01/13/warm-sensory-play-for-a-cold-day/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Mr. Sun, Sun, Mr. Golden Sun](#) | Kids Songs | Super Simple Songs

Students can sing along to a classic song about the sun shining down on **hot** days.

<https://www.youtube.com/watch?v=hlzvrEfyL2Y&list=RDkBoHLblicxY&index=4>

[Disney's Sebastian](#) | **Feeling Hot Hot Hot** | **The Little Mermaid**

A classic song from a Disney classic The Little Mermaid sung by Sebastian the crab. Sebastian sings about feelin' **hot**!

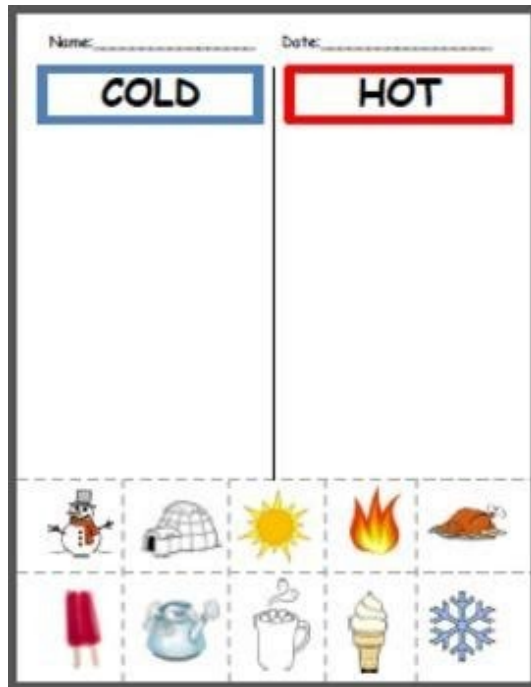
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STRUCTURED ACTIVITIES

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Red and Blue Food Coloring Race: Adults can fill one tall container with ice cold water and another tall container with (moderately) hot water. Have the student drop a few droplets of red food coloring in the hot bottle and blue food coloring in the cold water and watch! (This experiment is very fast so don't look away!). Technically, one could use whatever color available but since red and blue help to reinforce the difference in temperatures we used those specific colors. The blue food coloring should move slower through the water compared to the red food coloring because the water molecules in the **hot** water have more energy and move faster than the water molecules in the cold water. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Hot and Cold Balloons: Fill small balloons with some air. We used water balloons. Make them relatively the same size. Place one in cold water and one in hot water. (We used a pink balloon for the hot water and the blue balloon for the cold water). The **hot** water balloon should get larger as the air expands as it gets warm and the cold water balloon should shrink as the air inside condenses. Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

Thermometer Reading: After the balloon test, utilize your thermometer to measure the water temperatures and then we write the temperature on the **Hot** and Cold Molecule Craft (See above activity). Idea by A Little Pinch of Perfect [blog](#).



Picture by A Little Pinch of Perfect

ART

Hot and Cold Molecule Craft: Have children glue molecules (represented by beads, glitter, beans, etc.) in the hot and cold cups in order to demonstrate their understanding of **hot** and cold. The hot molecules should be spread out and moving around while the cold molecules should be condensed and slow moving. Head to A Little Pinch of Perfect's page to get your free printable art worksheet for learning about hot and cold water molecules!

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Thank you!

CORE WORD: **Great**

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WAYS WE CAN USE THE WORD

GOSSIP (e.g., I heard she did not do **great** on her test.)

ENDING A CONVERSATION (e.g., It was **great** talking to you!)

COMPLIMENT (e.g., You have such **great** hair!)

DESCRIBE (e.g., She is supposed to be a **great** piano player.)

COMMENT (e.g., Oh **great**!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can make comments about how their food tastes. Adults can model on students' devices "food tastes **great**" or "food does not taste **great**."

Circle: At the beginning of each week, adults can have students share what they did over the weekend and have them say if their weekend was **great** or not great. If students feel comfortable, they can also share why their weekend was great or not great.

PLAY

Recess

Students can make comments to their friends during recess.

e.g., “that was a **great** game!”, “that is a great idea!”

READING

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

The Great Eggscaper! By Jory John-Read by Storytime Anytime

https://www.youtube.com/watch?v=xm54lxVCb_A

A Little Spot of Feelings by Diane Alber-Read by Moomi Family

<https://www.youtube.com/watch?v=YC3SQnoggjM>

SENSORY MOTOR



Students and adults can take turns exploring different textures, such as slime, shaving cream, putty, etc. and discuss whether it feels **great** or not **great**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice giving compliments by choosing one thing they like about their peers and complimenting them on

it.

Giving Compliments!
Sometimes it is nice to give our friends compliments. Compliments make us feel great! Here are some compliments we can give to our friends:

<p>If you like your friend's hair</p> 	<p>You have great hair!</p> <p>I like your hair today.</p> <p>Your hair looks nice.</p>
<p>If you like your friend's clothes</p> 	<p>That is a great outfit!</p> <p>I like your shirt.</p> <p>You have nice shoes!</p>
<p>Other compliments</p> 	<p>You are a great friend!</p> <p>You are great at this game!</p>

VIDEOS, MUSIC, ANIMATED SHORTS

Greatest Show-The Greatest Showman

<https://www.youtube.com/watch?v=kkjhqJ55l1I>

It's Gonna be Great by Jim Cummings and Bud Luckey (Winnie the Pooh)

<https://www.youtube.com/watch?v=aHM5DHdVoEY>

STRUCTURED ACTIVITIES

Students can share with adults and their peers the things that make them feel **great**. Adults can create a chart and display it in the

Things That Make Us Feel Great!

Miss Abbie feels great <u>when she takes a nap.</u>
_____ feels great when _____
_____ feels great when _____

classroom

ART OR SCIENCE ACTIVITIES

Students/Adults can create a portrait of themselves doing the things that make them feel **great**!

WORD WALL: Create a WordWall and add '**great**' 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 Abbie Duarte @ aduarte3@mail.sfsu.edu .
Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.