

## CORE WORD: **Tomorrow**

### 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**

PROVIDE INFORMATION (e.g., She needs a crayon **tomorrow**.)

COMMENT (e.g., That cake will be ready **tomorrow**.)

DESCRIBE (e.g., **Tomorrow** will be sunny)

PROTEST (e.g., No, I don't want to go **tomorrow**!)

AFFIRMATION (e.g., Yes, I will do that **tomorrow**. Yes, he needs that to sleep **tomorrow**.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can indicate what they want for snack **tomorrow**.

Adults can ask the student "Do you want this tomorrow?" while offering a specific food or drink. Students can respond by indicating 'yes/no' towards the preferred food that they want tomorrow. The adult can model the word tomorrow on the AAC by saying "You want snack tomorrow." On their AAC device, the child can use the word 'tomorrow'. (e.g., "I want snack tomorrow.")

**Circle:** Adults can create a structured activity where the opportunity to use the word **tomorrow** is high. For example, the group can sing "The 7 Days of the Week" listed in the videos below. The teacher can model the word 'tomorrow' to the students by showing them that 'today' is Monday and that 'tomorrow' is Tuesday. The students can participate and follow along by using the word 'tomorrow' on their AAC device to indicate that Tuesday is 'tomorrow.' The

more repetition, the better. If this is a new concept, visual support for choices for a response is important.

SunnySideUp Kids Songs Days of the Week | Peacock Jr.  
<https://www.youtube.com/watch?v=IRnnLPjRn84>

The 7 Days of the Week | The Learning Station  
<https://www.youtube.com/watch?v=3tx0rvuXIRg>

## PLAY



**Dolls:** If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the doll on Monday. The adult can then model **'tomorrow'** by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the doll from Monday to Tuesday. The adult can then instruct the student to do the same thing with their doll. The child can make the doll walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

**Stuffed Animals:** If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the stuffed animal on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the stuffed from Monday to Tuesday. The adult can then instruct the student to do the same thing with their own stuffed animal. The child can make the stuffed animal walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

**Puppets:** If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the puppet on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the puppet from Monday to Tuesday. The adult can then instruct the student to do the same thing with their puppet. The child can make the puppet walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

**Action Figures:** If it is Monday, the adult can get a big 'Days of the Week Chart' from the classroom and place the action figure on Monday. The adult can then model '**tomorrow**' by using the word tomorrow on the AAC device or saying the word 'tomorrow' out loud while simultaneously moving the action figure from Monday to Tuesday. The adult can then instruct the student to do the same thing with their action figure. The child can make the action figure walk to Tuesday while indicating 'tomorrow' on their AAC device. This method can be used on any day of the week by simply placing the toy next to a different day on the calendar.

### **Recess:**

**Sandbox:** At the end of free play Adults can instruct students to describe what they want to build in the sandbox **tomorrow**. For example, "Tomorrow I want to \_\_\_\_\_," "Tomorrow I will build\_\_\_\_\_."

**Basketball (shooting hoops):** Adults can instruct small teams of students to take turns shooting hoops. Adults can then instruct students to talk about which team they would like to be a part of **tomorrow**. For example, "Tomorrow I want to be in that team," or "Tomorrow I want to be on the red team."

**Playground:** Adults can instruct students to describe which playground structures they would like to play on **tomorrow**. For example, a student can say "Tomorrow I will play on the swings."

## **READING**

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

1. Tomorrow's Alphabet | Eunice Books and Words  
<https://www.youtube.com/watch?v=pi-ahC4PpVc>

Adults can model the word **tomorrow** on the student's communication system each time it is read. This creates many opportunities to practice using this core word.

2. Tomorrow Most Likely | Ader Family Homeschoolers  
<https://www.youtube.com/watch?v=T1pds9evqg>

Adults can model the word **tomorrow** on the student's communication system each time it is read. This creates multiple opportunities to practice using this core word.

3. Read Aloud: Tomorrow I'll Be Brave by Jessica Hische | Dr. Chantel Scott  
<https://www.youtube.com/watch?v=H9qEBKHqMo0>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Through modeling, these videos show us how the word tomorrow can be used in a school setting. Adults can also model using words to say "see you **tomorrow**"

Video Model "See You Tomorrow | Villa Speech

<https://www.youtube.com/watch?v=7W23N6F1om4>

To play on a loop, right click and select "loop"

## **SENSORY MOTOR**

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. The adults can instruct students to paint a scene that depicts something that they would like to do **tomorrow**. Once the students have completed their painting, the adults can instruct the students to present their painting to the group. They must start presenting their painting by using the phrase "**Tomorrow** I want to \_\_\_\_\_" For example, a student can say "Tomorrow I want to play with the dollhouse."

## **STRUCTURED ACTIVITIES**

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

## **VIDEOS, MUSIC & ANIMATED SHORTS**

Adults can target **tomorrow** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

"Annie" (1982) - Tomorrow | Serbianhuddle

<https://www.youtube.com/watch?v=Yop62wQH498>

Tomorrow | Chris Young

<https://www.youtube.com/watch?v=ETVjll5eR88>

Tomorrow | BTS

<https://www.youtube.com/watch?v=Mlb8ckTwPzg>

## **ART OR SCIENCE ACTIVITIES.**

The day before Valentine's Day, students can make a "Valentine's Day Paper Tree" to give as a valentine. Once students complete their tree, they can be instructed to tell their peers who they will give their valentines tree to, tomorrow. For example, "Tomorrow I will give my tree to my mom." Adults can model the word tomorrow on the student's AAC so that the student can also use the word when appropriate.

<http://www.housingaforest.com/valentines-day-tree-paper-craft/>



## USE OF APPS OR OTHER TECHNOLOGY

Adults can use this app or similar apps to show students how to plan for tomorrow.

Google Calendar | Google

Calendar App | IOS

Adults can ask students what they would like to do **tomorrow** during the school day. The students can then inform the adult about what they would like to eat during snack time, what they would like to play during recess, and what they would like to make during arts and crafts time. The adult can then input this into the schedule for tomorrow's classroom activity. During this discussion, the adult can model the word 'tomorrow' on the AAC every time that it is used during the conversation. The child can also indicate the word 'tomorrow' whenever appropriate.

**WORD WALL:** Create a Word Wall and add "**tomorrow**" 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 [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

## CORE WORD: **Sorry**

### 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**

GAIN INFORMATION (e.g., Who is **sorry**?)

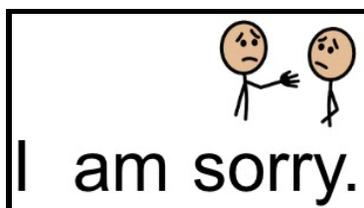
SHARE INFORMATION (e.g., They are **sorry**.)

APOLOGIZE (e.g., I am so **sorry**!)

COMMENT (e.g., What a **sorry** sight.)

#### **ROUTINES AND SCHEDULES**

During free play or times during the school day when disagreements or conflicts arise, these can be opportunities to say "**sorry**". Pre-teach what feeling sorry means and model use of it with students. Adults can create a conflict resolution quick sheet for students where they say sorry at the end. Adults can then have students role play and practice saying it so they feel comfortable using the word. If the student needs more prompting or review, the adult can utilize a visual icon with the word 'sorry' on it and even a low-tech sentence strip.



\*Courtesy of TouchChat with WordPower application.

## PLAY

The adults and students can play the Sorry! game saying **sorry** during the game. As students take turns, if they knock someone out of their place, they can practice saying, "Sorry!" Another game that can be used is Battleship, in which students say they are sorry after sinking their opponent's battleship.

## READING

For this week's core word, adults can talk about the characters in the story and discuss if they feel **sorry**.

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

Book Read Aloud: MARTHA DOESN'T SAY SORRY by Samantha Berger  
[https://www.youtube.com/watch?v=Y\\_71fSy7ftA](https://www.youtube.com/watch?v=Y_71fSy7ftA) read by/courtesy of RISE Center at Home (Students and adults can locate "**sorry**" on communication board/device each time they see the word in the story).

Book Read Aloud: START WITH SORRY by PT Finch  
<https://www.youtube.com/watch?v=CQJz0sVtoYA> read by/courtesy of Literary Mango. (Talk through this children's empathy story about what made Luna get upset and act on her anger. Then talk about how she not only said sorry to her brother Asher but chose actions to help him feel better again.)

Book Read Aloud: ARE WE STILL FRIENDS? by Ruth Horowitz  
<https://www.youtube.com/watch?v=oWGpyZyPall> read by/courtesy of Ader Family Homeschoolers. (Discuss the friendship between Beatrice and Able and what happened to make them upset. Then comment on how when they said sorry to each other they were able to repair their friendship.)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch these videos to see how and when you can say **sorry** to others. Expansion after watching videos is to role play and practice saying sorry to each other!

VIDEO - Franklin Says Sorry [https://www.youtube.com/watch?v=CGDfOTI\\_42U](https://www.youtube.com/watch?v=CGDfOTI_42U)  
courtesy of/ by Official Channel Of Franklin The Turtle. (Talk about what happened to upset Bear and what Franklin did to repair his friendship.)

VIDEO MODELING - Saying I'm Sorry | Little Mandy Manners | TinyGrads | Children's Videos | Character Songs  
<https://www.youtube.com/watch?v=P44jq-EgpdQ> courtesy of/ by TinyGrads.  
(Students and adults can discuss the different situations and opportunities shown in the video for apologizing and saying sorry.)

VIDEO MODELING - WSS Social Skills: Apologizing (2/26/18)  
<https://www.youtube.com/watch?v=xnt6Dq07OU4> courtesy of/ by CanaskiTech. (Students and adults can discuss the situation shown in the video and the four steps to consider when apologizing.)

## SENSORY MOTOR

Create a sensory salt tray to trace letters to spell **sorry**. Check out the website article below to learn how to make a sensory motor activity with salt. Try having students help make their own salt trays adding materials and choosing how to personalize it. After the salt boxes have been made, have students trace out letters to spell s-o-r-y. Expand this into a language activity by talking about the different objects being used and the vocabulary.



\*Courtesy of Early Learning Ideas: Engaging Activities for Little Learners.

Activity: How to Make an Exciting Salt Tray in no Time – courtesy of/by Early Learning Ideas: Engaging Activities for Little Learners.  
<https://earlylearningideas.com/salt-tray/>

## VIDEOS, MUSIC, ANIMATED SHORTS

Sorry, Excuse Me | CoComelon Nursery Rhymes & Kids Songs  
<https://www.youtube.com/watch?v=BG7oqAQsv-k> courtesy of/by Cocomelon - Nursery Rhymes. Sing along to the song highlighting the word **sorry**.

The Magic Words | Thank you, I'm sorry and please | HiDino Kids Songs  
<https://www.youtube.com/watch?v=sPH2XYccIL0> courtesy of/ by HiDino Kids Songs With Fun Stories.

Justin Bieber - Sorry (Official Lyric Video)  
<https://www.youtube.com/watch?v=8ELbX5CMomE> courtesy of/ by Justin Bieber.

Adele Hello lyrics <https://www.youtube.com/watch?v=VKliCOZ2Eo4> courtesy of/ by Khans Lyrics.

## STRUCTURED ACTIVITIES

The students can talk about the word **sorry** in the stories that were read aloud such as the MARTHA DOESN'T SAY SORRY, START WITH SORRY, or ARE WE STILL FRIENDS? Focus on the word, sorry; have students find the word/icon in their AAC device or on a low-tech board.

For teaching how to use the word sorry, utilize TeachersPayTeachers "I am Sorry Visual - FREEBIE" activity courtesy of/by Love Speech Therapy by Betsy:  
<https://www.teacherspayteachers.com/Product/I-am-Sorry-Visual-FREEBIE-4346035?st=5ee950657718dbd9cee8a5801f3ab7c7> to use visual supports around apologizing.

Utilize TeachersPayTeachers "Saying You're Sorry with Actions worksheet" activity courtesy of/by Special Needs for Special Kids:  
<https://www.teacherspayteachers.com/Product/Saying-Youre-Sorry-with-Actions-worksheet-295256?st=605bd8f82cd993f4a13b313f7e96c48b> to have students read through scenarios and come up with a way to show the person feels sorry.

For an expansion activity, utilize TeachersPayTeachers "FREE I Am Sorry Letter" activity courtesy of/by Mental Fills Counseling Tools: <https://www.teacherspayteachers.com/Product/FREE-I-Am-Sorry-Letter-1556677?st=5ee950657718dbd9cee8a5801f3ab7c7> to provide students with an outline for writing a letter to someone when they are sorry.

## ART OR SCIENCE ACTIVITIES

This art activity "Friends & Feelings: A Caring Card Kids Can Make" can be used to have students follow along and create whenever they apologize to someone and say **sorry**.



\*Courtesy of Share and Remember Celebrating Child & Home.

Friends & Feelings: A Caring Card Kids Can Make – courtesy of/by Share and Remember Celebrating Child & Home  
<https://www.thingstoshareandremember.com/friends-feelings-a-caring-card-kids-can-make/>

## USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g., "I" "am" "**sorry**" etc.). The students can scramble the words to make phrases or sentences.

[Draw and Tell](#) - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific to the word **sorry** for the story, then share and talk with the student(s) about the story created.

[Bitsboard Pro](#): Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for '**sorry**' and find many corresponding boards to support learning the target word.)

Use [Clicker Writer](#) for writing words, phrases, or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**sorry**.'

**WORD WALL:** Add the word, "**sorry**" on the Word Wall.

**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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ [jeoseguera09@gmail.com](mailto:jeoseguera09@gmail.com)  
Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.