

CORE WORD: **Special**

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., is this **special** to you?)

AFFIRM (e.g., This is **special**)

NEGATE (e.g., this isn't **special**)

FLIRT (e.g., you are **special**)

COMPLEMENT (e.g., you are a **special** person)

ROUTINES AND SCHEDULES

Circle: At circle time adults and students can each bring a **special** item to talk about with the class.

Snack time: Adults and students can talk about what foods are **special** to them (e.g., a family recipe, a favorite snack, etc.).

PLAY

Students can roll a ball of yarn to other students and say something **special** about whomever has the ball of yarn in their hands.

READING

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

Rainbow Fish by Marcus Pfister, courtesy of Storytime at Awnie's House:

https://www.youtube.com/watch?v=Z3cmddZh6t8&t=198s&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a special fish and how he likes being special. Eventually he realizes that to be really special, he needs to help all his friends be special.

Spork by Kyo Maclear and Isabelle Arsenault, courtesy of The StoryTime Family:

https://www.youtube.com/watch?v=xZd3F9WQz48&ab_channel=TheStoryTimeFamily

This book is about a spork that doesn't know where he belongs. As the story goes on, he realizes just how special he is.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can watch this news report from Murray Monster from Sesame Street. Murray interviews people and asks them what makes them **special**. After watching the interview, the class can discuss together what makes each person in class **special**. Video courtesy of Sesame Street:

https://www.youtube.com/watch?v=LrPm7BasRBo&ab_channel=SesameStreet

SENSORY MOTOR

Students can point to something **special** or clap for someone after they share their **special** something at circle time.

VIDEOS, MUSIC, ANIMATED SHORTS

I am **special** yes I am courtesy of Gee J:

https://www.youtube.com/watch?v=JL36Pq3Ra4o&ab_channel=GeeJ

I am **special** Nursery Rhyme, courtesy of Amulya Kids:

https://www.youtube.com/watch?v=lrqkjS1cV24&ab_channel=AMULYAKIDS

I am **special** with Grover, courtesy of Sesame Street:

https://www.youtube.com/watch?v=Gms-Yk7mzv4&ab_channel=SesameStreet

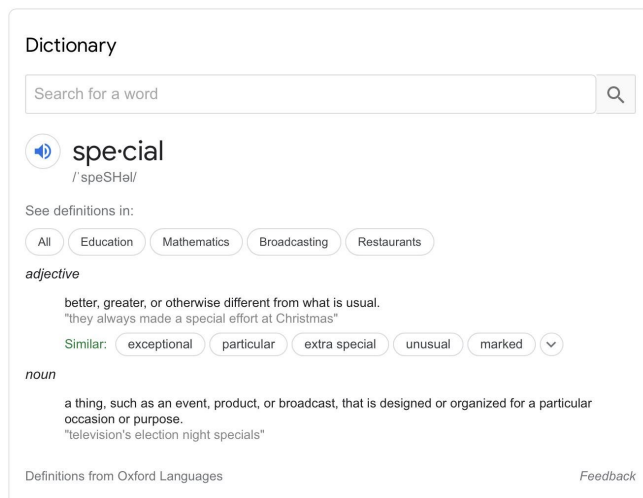
Young adults:

Feel **Special** by TWICE, courtesy of JYP Entertainment:

https://www.youtube.com/watch?v=3ymwOvzhwHs&ab_channel=JYPEntertainment

STRUCTURED ACTIVITIES

Adults can teach students what **special** means using these definitions.



The image shows a screenshot of a dictionary entry for the word "special". At the top, there is a search bar with the text "Search for a word" and a magnifying glass icon. Below the search bar, the word "spe-cial" is displayed in a large font, with a speaker icon to its left and the phonetic transcription "/speSHəl/" below it. Underneath, there is a section titled "See definitions in:" with five buttons: "All", "Education", "Mathematics", "Broadcasting", and "Restaurants". The word is then defined as an "adjective" with the text: "better, greater, or otherwise different from what is usual. 'they always made a special effort at Christmas'". Below this, there is a "Similar:" section with buttons for "exceptional", "particular", "extra special", "unusual", and "marked", followed by a dropdown arrow. The word is then defined as a "noun" with the text: "a thing, such as an event, product, or broadcast, that is designed or organized for a particular occasion or purpose. 'television's election night specials'". At the bottom left, it says "Definitions from Oxford Languages" and at the bottom right, there is a "Feedback" link.

Students and adults can all go around and share something **special** about themselves (e.g., "I am special because I'm an auntie").

ART OR SCIENCE ACTIVITIES

Students can create an 'I am **Special**' portrait using construction paper, stickers, markers, paint, or any available art supplies or using google slides/Microsoft word and a photo of them (with permission from parents). Students (or adults) can write "I am **special**" on the paper and decorate it any way they'd like. Students can include their systems symbol for "**special**" as well.

USE OF APPS OR OTHER TECHNOLOGY

Mr. Bean Special Delivery: Mr. Bean needs to make **special** deliveries before the time runs out!

Google play store:

https://play.google.com/store/apps/details?id=com.goodcatchgames.mrbean.hillclimb&hl=en_US&gl=US

Apple store: <https://apps.apple.com/us/app/mr-bean-special-delivery/id1291391393>

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

Thank you!

CORE WORD: **Imagine**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g., What do you **imagine**?)

SHARE INFORMATION (e.g., I **imagine** a world where we all get along)

AFFIRM (e.g., Yes, I like to **imagine**)

DIRECT ACTION (e.g., **Imagine** with me)

ROUTINES AND SCHEDULES

Circle: Adults can lead students in an activity where everyone **imagines** at the same time (e.g., '**imagine** you are flying in the sky, where would you go?')

Snack time: Adults can ask students to **imagine** their favorite meal and talk about it (e.g., '**imagine** you could eat anything, what would you try?')

Recess: During physical activity, adults can prompt students to '**imagine**' they are a professional at that sport. Students can also explore the playground and **imagine** it is a rainforest.

PLAY

During **imaginative** play, using all available dress-up clothes/costumes students and adults can imagine to be anything they would like (e.g., fireman, a princess, construction worker, etc.).

READING

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

Imagine by John Lennon, courtesy of Ms. King's Homeroom:

https://www.youtube.com/watch?v=DybcCBj_J10&ab_channel=MsKingsHomeroom

This book takes the lyrics of John Lennon's song and puts beautifully illustrated pictures to go with the lyrics.

Imagine by Alison Lester, courtesy of Barnes Children's Literature Festival:

https://www.youtube.com/watch?v=OnzEUAOC8E&ab_channel=BarnesChildrensLiteratureFestival

This book talks about all the different things that children can imagine.

Imagine by Marija Katic and Dale Kern, courtesy of Marija Katic and Dale Kern:

https://www.youtube.com/watch?v=PcVmo4Ffqto&ab_channel=MarijaKatic%26DaleKern

This book talks about different scenarios that children can imagine and what they would do during those scenarios.

Imagine by Juan Felipe Herrera, courtesy of Potassium's Classroom:

https://www.youtube.com/watch?v=dtFIDwhs4aU&ab_channel=Potassium%27sClassroom

This book talks about different things to **imagine** during the day depending upon what is happening.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use the word '**imagine**' to indicate that they wish to play pretend with a friend.

SENSORY MOTOR

Students can say '**imagine**' while doing this motor movement like SpongeBob does.

SpongeBob **Imagination** courtesy of BlackTop

<https://youtu.be/NaSd2d5rwPE>

VIDEOS, MUSIC, ANIMATED SHORTS

Imagine by John Lennon, courtesy of John Lennon:

https://www.youtube.com/watch?v=YkgkThdzX-8&ab_channel=johnlennon

Imagine a cloud by Giggle Bellies, courtesy of Giggle Bellies:

https://www.youtube.com/watch?v=jgt4ecLQ7gk&ab_channel=GiggleBellies-ColorfulToddlerLearningVideos

I can only **imagine** by MercyMe, covered by One Voice Children's Choir, courtesy of One Voice Children's Choir:

https://www.youtube.com/watch?v=acwsBll15zM&ab_channel=OneVoiceChildren%27sChoir

Young adults:

Imagine by Ariana Grande (clean version), courtesy of Lyric Style:

https://www.youtube.com/watch?v=6_xKEp6FThk&ab_channel=LyricStyle

Imagine UNICEF version, courtesy of Universal Music India:

https://www.youtube.com/watch?v=L7IP4UIXvG8&ab_channel=UniversalMusicIndia

STRUCTURED ACTIVITIES

Adults can use the following video to explain to students what the word '**imagine**' means.

Imagine | Meaning of **Imagine**, courtesy of Meaning of the Words

<https://youtu.be/naSh-laze6A>

Adults can use this video to explain what **imagination** is to students.

What is **Imagination**? courtesy of Philosophy Tube

https://youtu.be/llmof1_6-GQ

Adults can lead students in an activity where they **imagine** the best day ever and can pair this activity with the following art activity.

ART OR SCIENCE ACTIVITIES

The neuroscience of **Imagination** - Andrew Vyshedskiy courtesy of TED-Ed

<https://youtu.be/e7uXAIXdTe4>

Imagining the Best Day Art Project:



USE OF APPS OR OTHER TECHNOLOGY

[My Play Home](#): This app can be used and the user can **imagine** what they want to have happen in their home and press the buttons necessary to make that happen!

Google Store:

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

Apple Store: <https://apps.apple.com/us/app/my-playhome-lite/id451155849>

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

CORE WORD: **Dream**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g., what is your **dream**?)

SHARE INFORMATION (e.g., I **dream** of ...)

AFFIRM (e.g., Yes, that is my **dream**, too)

NEGATE (e.g., I don't remember my **dream**)

ROUTINES AND SCHEDULES

Circle time: At circle time in the beginning of the day, teachers can ask students what they dreamt about the night before (if they remember).

Snack time: Adults can prompt students to talk about what is in their 'dream lunch' is, "if you could have anything for lunch what would it be?"

PLAY

During imaginative play students can act out their **dream** job with adult support. Adults can participate and act out their dream job too!

READING

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

Dreams by Ezra Jack Keatz, courtesy of Grammy's Book Nook:

https://www.youtube.com/watch?v=jz81UqUQN_Y&ab_channel=Grammy%27sBookNook

This book is about a boy who made a paper mouse at school. While he is asleep and **dreaming**, the mouse goes on an adventure.

Dream You'll be by Joseph T. Garcia, courtesy of Read Aloud for Kids:

https://www.youtube.com/watch?v=ysknJrSktz8&ab_channel=ReadAloudForKids

This book is about all of the different professions that a child can **dream** that they can be!

Dreaming, Dreaming in the Night by Bethany Stahl, courtesy of Bethany Stahl:

https://www.youtube.com/watch?v=D36fOqAUKkY&ab_channel=BethanyStahl

This book is a beautifully illustrated book that talks about different things that people can **dream** about during the night.

I have a **dream** by Martin Luther King, Jr. Illustrated by Kadir Nelson, courtesy of Matzke Elementary: https://www.youtube.com/watch?v=R-dAi5LE5Ts&ab_channel=MatzkeElementary

This book is Martin Luther King Jr.'s iconic I have a **dream** speech with illustrations for children.

Little people, big **dream** by Lisabeth Kaiser, courtesy of The StoryTime Family:

https://www.youtube.com/watch?v=aCcSsjkQe9s&ab_channel=TheStoryTimeFamily

This book is about Rosa Parks. It tells her story and what she accomplished.

SOCIAL INTERACTIONS AND VIDEO MODELING

With adult support, students can talk about their **dreams** together. Students can talk about their **dreams** for the future (e.g., 'I **dream** of being a teacher') or any **dreams** they've had lately (e.g., 'I **dream** about my mom').

SENSORY MOTOR

Students can point to the sky when they say the word **dream**, or they can stand up at a podium (or a makeshift podium) like Martin Luther King Jr. did and give a speech to their class (e.g., I **dream** of...).

VIDEOS, MUSIC, ANIMATED SHORTS

A million **dreams** from the Greatest Showman, courtesy of Atlantic Records:

https://www.youtube.com/watch?v=pSQk-4fddDI&ab_channel=AtlanticRecords

I've got a **dream** from Tangled, courtesy of Disney:

https://www.youtube.com/watch?v=tTuwo_TqIhQ&ab_channel=Disney

Lava, courtesy of Disney Music Vevo:

https://www.youtube.com/watch?v=uh4dTLJ9q9o&ab_channel=DisneyMusicVEVO

Once upon a **dream** courtesy of Disney Music Vevo:

https://www.youtube.com/watch?v=TXbHShUnwxY&ab_channel=DisneyMusicVEVO

Young Adults:

Dreams by Fleetwood Mac, courtesy of Rhino:

https://www.youtube.com/watch?v=O5ugW4-BstE&ab_channel=RHINO

Just a **dream** by Nelly, courtesy of Nelly:

https://www.youtube.com/watch?v=N6O2ncUKvlg&ab_channel=NellyVEVO

I have a **dream** by Abba, courtesy of Paulo Domiciano:

https://www.youtube.com/watch?v=HMjOiHgE18&ab_channel=PauloDomiciano

Dream on by Aerosmith, courtesy of Aerosmith:

https://www.youtube.com/watch?v=89dGC8de0CA&ab_channel=AerosmithVEVO

STRUCTURED ACTIVITIES

Adults can use the following video to explain to students what **dreams** are.

Why do we **dream**? By Amy Adkins, courtesy of TED-Ed:

<https://youtu.be/2W85Dwxx218>

Adults can show this video to open the discussion of Martin Luther King Jr. And his "I have a dream" speech.

The Story of Martin Luther King Jr. By Kid President, courtesy of SoulPancake

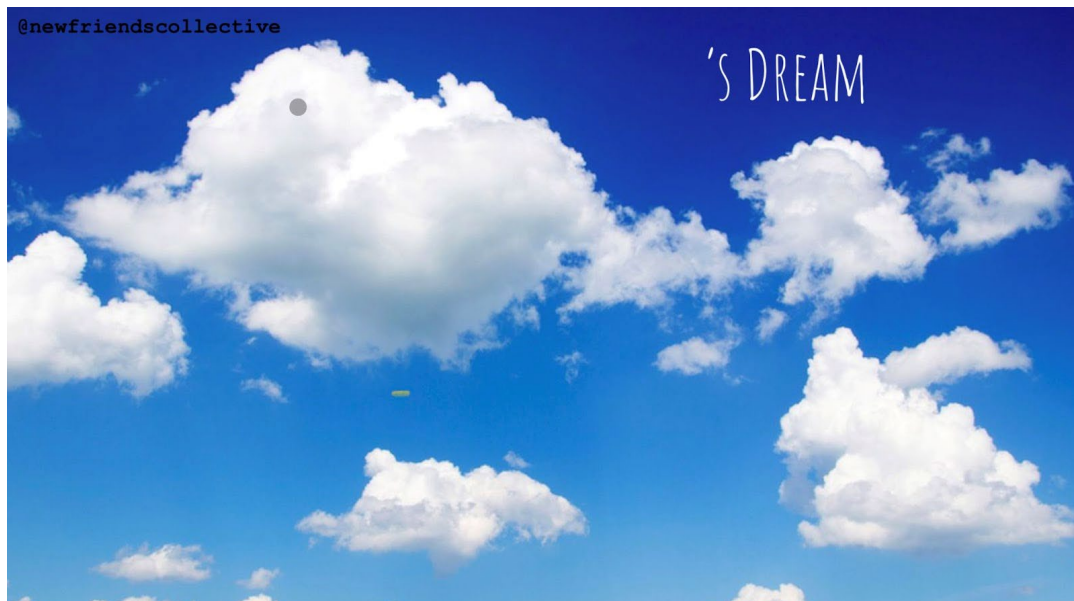
https://www.youtube.com/watch?v=4xXZhXTFWnE&ab_channel=SoulPancake

ART OR SCIENCE ACTIVITIES

My Dream Collage: Inspired by the previous video, students can discuss their dreams for the world and create a collage with adult help. Here's an example below:



Here's a template for your students to use:



USE OF APPS OR OTHER TECHNOLOGY

[Dream House Days](#): This app allows the user to **dream** up their perfect house and create it in the app.

Google play store:

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

Apple store: <https://apps.apple.com/us/app/dream-house-days/id643631071>

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

Thank you!

CORE WORD: **Hope**

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Recasting

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WAYS WE CAN USE THE WORD

ASK A QUESTION (e.g., What do you **hope** to learn? What did you **hope** for?)

REMIND (e.g., I **hope** everyone is lining up quietly. I **hope** everyone turned their homework in already.)

COMMENT (e.g., I **hope** I do not get picked last. I **hope** so too. I **hope** you feel better soon.)

DISAGREE (e.g., I sure **hope** not. I **hope** you did not do it.)

REQUEST (e.g., I **hope** I get the red one. I did **hope** to see it earlier. I **hope** my wish will come true.)

INFORM (e.g., I **hope** they are okay. I **hope** I can help you. There is **hope** for his recovery.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults and students can use the core word, **hope**, during snack/mealtimes to discuss many topics. Adults can facilitate use of the core word through prompts, models, aided language stimulation, and writing. Some potential topics that incorporate the core word might include: what item do you hope to find in your lunch, what food do you hope to learn to make all by yourself, what dessert do you hope for after mealtime.

For older students, during shared mealtimes, adults can model and support students by using the core word **hope** to expand on conversation that occurs or

talk about age-appropriate topics, such as: what do you hope for in life? What job do you hope to have? What skill do you hope to master?

Circle: Students can use the core word **hope** to describe and predict what activities or events are upcoming during the school day. For example, "I hope we have art today! I hope I get to be line leader today! I hope I get better at reading today.

Additionally, adults can assign a question of the day/week for circle time and have students prepare an answer to a question using the core word, **hope**. Then students can present their answers in circle share time. Students could be asked to prepare an answer to questions using the core word such as: what do you hope to learn about this week? What do you hope to be when you grow up? What do you hope people think about you? What do you hope to never have to eat?

Activity Centers: Adults can model and facilitate use of the core word during activity centers by asking questions during instructions. For example, adults can use phrases (with their voice and a device), such as: I **hope** you are ready to learn! I **hope** everyone has a pencil.

PLAY

Toys and Games: Adults can model or support students to use the core word **hope** to describe what activity, game, or toy the student would like to use. For example, the adult can prompt a student to say, "I hope I get to play with the car!" Phrases can be modified depending on the student's level.

During game play, the adults can continue modeling the core word in different contexts. For example, the adult can model and facilitate use of the core word by saying with their voice and a device phrases, such as: I **hope** I win! I hope the toy works! I hope I don't fall. I hope my toy does not break.

Imaginative play: If students have a routine of playing in a (toy) kitchen, dress up, etc. adults can support use of the core word by joining in, and supporting students to describe the routines and activities involved in their imaginative play. Adults can do this by using phrases such as: I **hope** the chef knows how to make my favorite food at this restaurant. I hope I can play with you. I hope you have a nice day!

Recess: At the end of recess, adults can lead a post-recess conversation about what each person did, sharing one activity they did, and something that they hope they can do next time. Adults can also lead a discussion asking students

what they hope the school would add to the playground. Adults can model with the core word to get the discussion going: I **hope** one day they put in a swimming pool! I hope they put more swings.

READING

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

Many books can be used to facilitate practice of the core word, **hope**. For example, adults can have students answer questions with the core word (e.g., What did he hope for? Then what did he use? Then what did they want? Could they use anything then?). Adults can prompt students to use the core word when discussing the books as well.

Hope by Kealy Connor Lonning, courtesy of MrsHillpartyof6 YouTube Channel: https://www.youtube.com/watch?v=uD3UsXnK_S0

Someday Soon by Ari Gunzburg, courtesy of Superkidz Publishing YouTube Channel: <https://www.youtube.com/watch?v=iuafFc6X-7Y>

Hope For Nora by Lizzy Acker, courtesy of The Oregonian YouTube Channel: <https://www.youtube.com/watch?v=As65craA6d0>

A Child's Garden: A Story Of Hope by Michael Foreman, courtesy of Kahaani Box YouTube Channel: <https://www.youtube.com/watch?v=B3FOs-UrpXY>

On That Day: A Book Of Hope For Children by Andrea Patel, courtesy of Deborah Sedlacek YouTube Channel: <https://www.youtube.com/watch?v=MW-GR4VWGYo>

Edna by Susan Paradis, courtesy of Highmark Caring Place YouTube Channel: <https://www.youtube.com/watch?v=MW-GR4VWGYo>

SOCIAL INTERACTIONS AND VIDEO MODELING

Virtual Field Trip: Adults can support students to select a location for a virtual field trip, and students and peers can discuss what they hope to see or experience on their field trip (e.g., I hope we see dolphins! I hope there are elephants at the zoo!).

Field Trip Links:

[San Diego Zoo Live Cams](#)

[Monterey Bay Aquarium Live Cams](#)

Hope For The Future: Students can be put into pairs or small groups. Students can be asked to discuss what their hopes and dreams are for their future. Students can be encouraged to think about what they **hope** for themselves or for their community, the world, etc. Ask students to think about what skills, jobs, experiences they hope to achieve in their lifetime or during their time in school. Students can be asked what they hope to see change in the world.

Stories Of Hope: Adults can read or tell their own story about when they or a specific character had **hope**. Additionally, students can be asked to share their own experience about a time they felt hope, a time they believed things could be different. Adults and students can discuss how having hope helped them in certain situations. The stories can be simple, such as a time a student hoped their parents would prepare their favorite meal or buy a toy they wanted. Stories could be deeper as well, such as a time when someone was sick but a family had hope for a healthy recovery.

Dream Pet: Students can be asked to discuss with their peers what pet they **hope** to own one day and why.

SENSORY MOTOR

Build Something: "Building or making something takes a collection of materials or supplies and turns them into something else." Have students create something from clay, a cardboard box, Lincoln logs, stack of sticks, Legos, etc. Let students' imagination run free and see what they hope they can achieve with simple materials. (Quote courtesy of brainpowerboy.com).

Older Students

Cooking/Baking: Students can choose a recipe with support of an adult as needed and respond or direct actions using the core word (e.g., I hope our recipe turns out delicious, I hope I can cook these right, I hope you enjoy my recipe.).

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can use animated shorts to model and facilitate use of the core word, **hope**, by asking a student to make predictions, discuss the plot, etc. (e.g., Do you think the girl has hope things will get better? What do you hope will happen? Do you hope things will change? I hope the girl knows she is smart.).

Hope The Boat, Animated Short by Paper Boat, courtesy of Paper Boat Drink YouTube Channel: <https://www.youtube.com/watch?v=6dZ7b7Bimrc>

Hair Love Animated Short by Sony Pictures Animations (Beautiful and moving animated short about a father struggling to style his daughter's hair.)
https://www.youtube.com/watch?v=kNw8V_Fkw28&ab_channel=SonyPicturesAnimation
Music

Hope Is The Song / This Is For The Best by Ariana Grande and Jim Carrey, courtesy of Flash Mashups YouTube Channel:
<https://www.youtube.com/watch?v=kIYbYIvWMc4>

Here Comes The Sun by The Beatles, courtesy of The Beatles YouTube Channel:
<https://www.youtube.com/watch?v=KQetemT1sWc>

Yesterday by The Beatles, courtesy of The Beatles YouTube Channel:
<https://www.youtube.com/watch?v=NrgmdOz227I>

I Hope You Dance by Lee Ann Womack, courtesy of LeeAnn Womack YouTube Channel: <https://www.youtube.com/watch?v=RV-Z1YwaOiw>

Hope by Natasha Bedingfield, courtesy of Natasha Bedingfield YouTube Channel: <https://www.youtube.com/watch?v=H9eqk7Z1O3M>

Older Students

Hope by Chainsmokers ft. Winona Oak, courtesy of The Chainsmokers YouTube Channel: <https://www.youtube.com/watch?v=SJOgTMP8cs4>

I Hope by Charlie Puth and Gabby Barrett, courtesy of SuperbLyrics YouTube Channel: https://www.youtube.com/watch?v=A9TYEBHP_Hw

Hope by Tim Legend ft. Brave, courtesy of Ultra Music YouTube Channel:
https://www.youtube.com/watch?v=Pk_ZXdPi3TI

STRUCTURED ACTIVITIES

Wordless Picture Book: Adults can begin the activity by describing how the word **hope** can be used to make predictions, describe how a character feels, make connections to your own life. Adults can then choose a wordless picture book to “read” aloud, focusing on the core word **hope**. With older students, after modeling this process for a few pages, adults can support students to use the word “hope” to describe parts of the book and characters' feelings. Once complete, adults can support students to create a class wordless picture book focusing on hope. Students can work on creating individual pictures for this shared story, and adults can bind the book in whatever order. In a group, students can use the word “hope” to connect events in their class book aloud and create a unique story or discuss their own experiences.

Older students can create a collage of personal photos, and with support, create a personal narrative of themselves and what they hope for in their lives.

During circle or large group instruction, the adult can review the core word, **hope**, and demonstrate access to the words on the communication system(s).

Adults can explicitly teach the core word “**hope**”, what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

I hope to learn how to _____.
I hope tomorrow will be _____.
I hope to _____.
I hope I can _____.

ART OR SCIENCE ACTIVITIES

Grow Something: Adults can provide fast growing seeds for students to nurture and watch grow. “There is nothing like nurturing a new plant coming up out of the soil to teach about **hope**. It lets children learn about growth and while this concept may be a bit large for them right now, it is something they will understand as they, themselves, grow in their personal lives. This activity also teaches them that sometimes you have to wait a while and be patient while still

having hope for your desired outcome." (Quote and activity courtesy of brainpowerboy.com).

USE OF APPS OR OTHER TECHNOLOGY

[MyPlayHome App](#): This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. To support receptive understanding of the word, adults can prompt students to use the core word. For example, students can respond to phrases such as: what do you hope will happen? I hope I can figure this out. I hope the boy likes this juice I made. Alternatively, students can give adults instructions in this manner. If the adult is physically with the student as they use the app, adults can model the core word and comment on what the student is doing while they use the app.

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

[Toontastic 3D App](#): This app allows students to draw, animate, and voice their own cartoon animations. There are different settings, characters, and images to choose from in the app. Students can also add their own faces or pictures into their animations. Students can create a narrative based on what they hope to accomplish or create a story about a character who hopes to achieve different things on their adventures.



[Clicker Writer app](#) can be utilized for writing words, phrases or sentences with keyboard, word prediction, word banks and picture support.

WORD WALL: Create a WordWall and add **'hope'** 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 **Andriana Nikolau @ andriananikolau@gmail.com**. Andriana is a second-year graduate student specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!