

CORE WORD: **Few**

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

TELL ON SOMEONE (e.g., Jonny only did a **few** of the homework questions.)

GAIN ATTENTION (e.g., Do you have a **few** minutes?)

REQUEST (e.g., Can I have a **few** pieces of candy)

REMIND: (e.g., You have a meeting in a **few** minutes.)

ROUTINES AND SCHEDULES

Arrival: During arrival, point out when a **few** students have arrived or when you are waiting for a few more students, buses, etc.

Circle/Morning Meeting: During morning circle/meeting, take time to discuss things the students have in common. For example, point out if there are a **few** students wearing red. Also, you can point out a few exciting parts of the day (music, PE, etc.).

Centers/Group work: When dividing the class into groups for small group work, explain that a **few** students will start at a particular station/center and a few will start at another. Or explain that a few students will work on one task while a few work on another.

Music: During music class/time, model a **few** by asking students to select a few songs to listen to or practice.

Snack/Lunch: If a snack is given to the students, model a **few** as you hand out pieces of food such as crackers or fruit. You can say “you get a few now, and a few later”

PLAY

Toys and Games

Bubbles: Bubbles are a highly motivating activity! Blow just a few bubbles and model “I’m blowing a **few**” you can contrast the concept **few** with a lot. Try asking “do you want a few or a lot of bubbles?”

Puzzles: Pick a puzzle that is developmentally appropriate for the student and model “few” by working with a few pieces of the puzzle at a time and once the student has placed the pieces model “let’s try a **few** more!”

Blocks: Similar to playing with puzzles, use blocks as an opportunity to model “few” by adding a few blocks to a tower and commenting “it needs a **few** more!”

Uno: When playing the card game Uno, there are many opportunities to model the word “few.” Before a player has one card left, point out who has only a **few** cards remaining. When someone plays a Wild Draw Four, model that the student has to pick up a few cards.

Recess

Freeze Tag: Organize a game of freeze tag (or other comparable game) and ask for a **few** volunteers to be “it” to begin the game.

Choosing Materials: Adults can tell students they get to choose a few items to bring to recess (e.g., balls, chalk, jump ropes, etc.) Model the word **few** with the phrase “pick a **few** toys.”

READING

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

A Loud Winter’s Nap | Katy Hudson | [Read Aloud by MaiStoryBook](#)

From GoodReads: Every year Tortoise sleeps through winter. He assumes he isn't missing much. However, his friends are determined to prove otherwise! Will

Tortoise sleep through another winter, or will his friends convince him to stay awake and experience the frosty fun of winter?

When reading, point out how Tortoise tries a **few** different places to nap throughout the story.

<https://youtu.be/hmTEcYON1M8>

Pete The Cat I Love My White Shoes | James Dean | [Read Aloud by Jordan Stuhltrager](#)

Throughout the story Pete's shoes turn a **few** different colors. Also check out Pete the Cat and the Perfect Pizza Party and watch as each of Pete's friends put a **few** more toppings on the pizza.

<https://youtu.be/zWk8umNzc4g>

SOCIAL INTERACTIONS AND VIDEO MODELING

Social interactions: During structured activities about social interactions and problem solving, model how there are **few** different ways to respond/react/solve a problem. Emphasize how different people react differently and there are a **few** different actions that could have a positive outcome.

SENSORY MOTOR

Obstacle Course: Model the word few by telling the student to pick a few activities to do as part of an obstacle course (e.g., jumping jacks, crab crawl, push-up, etc.) as the student goes through the course, have them do a **few** more of each activity.

Sensory bin: Pick your favorite (or you student's favorite) sensory bin materials (e.g., sand, rice, shredded paper) and add some fun items (small animal toys, pictures of characters from a story) and have your student pick a **few** items out of the box, talk about the items, then have your students pick a few more and so on!

VIDEOS, MUSIC, ANIMATED SHORTS

My Favorite Things | Julie Andrews | [YouTube Video](#)

This song pairs nicely with the art project described above. Listen to the song and model a few of Julie Andrews's favorite things. Have students say whether the items are also some of their favorite things as well. Find out who has nothing

in common, a few things in common, or everything in common with Julie Andrews.

<https://youtu.be/33o32C0ogVM>

STRUCTURED ACTIVITIES

Grammar: Plan a lesson about the difference between the word “less” and the word “**fewer**”. Have students practice when to use each.

ART OR SCIENCE ACTIVITIES

Art: Gather magazines and have students make a collage with a **few** of their favorite things in various categories. Have them pick a few favorite foods, a few favorite animals, a few favorite colors. Talk about how we can have a few favorites instead of just one.

Art: Encourage students to get creative with colors! Lead a painting project where students have to pick only a **few** colors for the whole painting.

Science: With any science experiment, talk about how there are a **few** different potential outcomes. See how many students predict each outcome.

Science: Polishing Pennies- For this experiment you will need a **few** pennies and few different liquids. Place each penny in a paper cup and leave one penny aside (this is the control penny). Pour a different liquid into each cup (e.g., warm water, cold water, salt water, vinegar, Coca Cola, lemon juice) and wait 5-10 minutes. Take out the pennies and rub with a paper towel. Did a few of the liquids make the pennies shinier? Were a few of the pennies still dirty?

USE OF APPS OR OTHER TECHNOLOGY

Computer/Tablet time: If you have extra time at the end of a lesson/day, students can have a **few** minutes of free play on the computer or on a tablet.

Typing practice: with students working on learning to type or learning to increase their typing skills, encourage them to practice by typing a **few** sentences or words each day. Talking to them about how doing a few sentences a day will help make typing easier in the future.

WORD WALL: Create a WordWall and add ‘**few**’ to the list.

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands-on approach.

[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 Jordan Stuhltrager @ the.read.with.me.slp@gmail.com and Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com

Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me>

Follow Kelsey on YouTube @ <https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/rockin.robin.slp>

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about

preschool and providing access to dynamic and high-tech communication systems as early as possible.

Thank you!

CORE WORD: **Less**

For Educators, Related Service Providers and Parents

Recasting

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g., It was **less** colorful than the other picture)

ASK QUESTIONS/CLARIFY (e.g., Do you want more or **less** sugar?)

REQUEST (e.g., I want to spend **less** time here)

EXPRESS A FEELING (e.g., I'm feeling **less** sad)

INSULT (e.g., I couldn't care **less**.)

ROUTINES AND SCHEDULES

Circle time: When talking about the weather, talk about how it's "**less** sunny" or "less rainy" today. Use this as an opportunity to model the contrasting word more as well, "today it's less rainy and more cloudy instead."

Music: During music class/time, talk about the familiar songs students have learned throughout the year. Talk about which ones they liked more and liked **less**. Or have students challenge each other to recognize a song in **less** time than the other student.

Snack/Lunch: As students are eating different foods, use the word less to describe the foods. For example, you could say "cookies are less crunchy than crackers" or "crackers are less sweet than cookies."

PLAY

Toys and Games

Bubbles: Everybody loves bubbles! Blow a lot of bubbles for your students, then blow less to demonstrate the concepts. Next, model asking students “do you want more bubbles or **less** bubbles?”

Balloons: Blow up balloons and model **less** when filling up a balloon with less air than another balloon. Give students the choice of more or less air in the balloons.

Recess

Red light, green light: Facilitate a game of ‘red light, green light’ and as students move closer and closer to the end model that they have **less** space to get to the finish line!

Talk about the weather: Following the idea of comparing the weather at circle time, as students play outside use the opportunity to model ‘less’ by comparing the weather to the previous day. You could say “it’s much less sunny today” or “it feels less cold out today.”

READING

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

The Giving Tree | Shell Silverstein | [Read Aloud by Animated Children’s Books](#)
Read this classic and emphasize how there is **less** and less of the tree as the book continues.

<https://youtu.be/XFQZfeHq9wo>

Be Brave Little Penguin | Giles Andreae | [Read Aloud by Teacher Charla](#)
Model how Pip Pip becomes **less** scared throughout the book and that being less scared means he is brave!

<https://youtu.be/Gg1OQblaAE4>

SOCIAL INTERACTIONS AND VIDEO MODELING

Have a facilitated conversation about movies. Students can compare two different movies and point out which movie they liked **less**. For horror movie fans, compare which movie was less scary/gory. For comedy fans, compare which movie was less funny.

SENSORY MOTOR

Texture Touch Test: Gather various items with different textures (soft pillows, bumpy toys, rough sandpaper, etc.). Have students try touching the various items and model the word “less” when comparing two or more items. You could say “sandpaper is **less** smooth than regular paper” or “this pillow is less soft than that pillow”

Bean Bag Burrito: Roll students up in a large bean bag or between two bean bags. Apply more and less pressure and model the words “more” and “**less**” squeezes.

VIDEOS, MUSIC, ANIMATED SHORTS

The Less I Know the Better | Tame Impala | [YouTube video](#)

This catchy song features the word **less** in the chorus.

<https://youtu.be/2SUwOgmvzK4>

One Less Lonely Girl | Justin Bieber | [Official music video](#)

Vintage Bieber provides many opportunities to model the word **less**.

<https://youtu.be/LXUSaVw3Mvk>

Problem | Ariana Grande | [Official Music Video](#)

Listen to Ariana Grande and Iggy Azalea sing about how they have one **less** problem without you.

<https://youtu.be/PASAYTTLZDQ>

STRUCTURED ACTIVITIES

Math: For students old enough to work on the concept of ‘**less** than’ ‘greater than’ and ‘equal to’ use a math lesson to focus specifically on the word ‘less.’

Math: Probability- when teaching probability, discuss which things/events are **less** likely or more likely to happen.

Grammar: Teach a lesson on the suffix **-less**. Teaching this will increase the words possible to say on their device, i.e., if the word “pointless” isn’t programmed in, the student could activate “point” and then “less”.

Structured pretend play “Grumpy Guest”: Create a play restaurant and assign different roles to play. The twist in this game is that the food is never quite how

the customer would like it. When the customer “rejects” the food, he/she can say, “I want something **less** spicy/crunchy/wet/mushy/salty/etc.” The server will then bring a food that meets that description. Take turns being the customer and server.

ART OR SCIENCE ACTIVITIES

Art: Give students a set amount of time to draw a relatively simple drawing, but make sure there are quite a few small details. See how detailed the drawings are when given ten minutes. Then, give the students **less** time, e.g., 5 minutes, then 2 minutes, then 1 minute, then 10 seconds. Compare the drawings and comment on how each subsequent drawing has less detail than the one before it.

Science: [Colorful Sugar Water Density Tower](https://www.stevespanglerscience.com/lab/experiments/colorful-sugar-density-tower/?utm_source=PepperJam&utm_medium=affiliate&utm_campaign=AFL000001&clickId=3441121505) : In this experiment you will change the density of water by adding sugar. By adding more or **less** sugar to each water solution you are creating different density levels. When you add coloring to the glasses you will be able to see which solution is the heaviest. Add the colors in rainbow order to impress the kids.

https://www.stevespanglerscience.com/lab/experiments/colorful-sugar-density-tower/?utm_source=PepperJam&utm_medium=affiliate&utm_campaign=AFL000001&clickId=3441121505

USE OF APPS OR OTHER TECHNOLOGY

Smart devices: If the student has any smart home devices (e.g., Alexa, Google home) that are connected to lights in their house, you can model making the lights **less** bright.

Interface organization: Work with the student to organize their phone or tablet’s interface (many allow sorting into folders and deleting unused apps). Talk about how keeping a device **less** cluttered and having less apps makes using devices more enjoyable.

WORD WALL: Create a WordWall and add ‘**less**’ to the list.

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WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands-on approach.

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CORE WORD: **First**

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS (e.g., **First** we read, then we do math, **First** put the flour in)

OBTAIN INFORMATION (e.g., What happened **first**?)

ASK QUESTIONS (e.g., What do I do **first**? Who goes **first**?)

SHARE INFORMATION (e.g., I will go **first**, the **first** thing I did this morning was eat)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students during mealtime to describe what snack or food item they will eat **first**. Students can practice the core word "first" with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word. Additionally, adults can comment what happens "first" when it is snack/mealtime (e.g., First, we get our lunch).

Circle: Students describe a class schedule or calendar using the word **first** (e.g., **First**, we have music today.) Adults can model and emphasize the core word during circle time, using it in context (e.g., First, get your books! First, we take attendance). Adults can also stop and ask questions with the core word during circle time as well (e.g., What did we do first today during circle? Who sat on the floor first today? What activity do you want to do first?)

Adults can support student discussion of the **first** things they do in the morning to get ready for school: wake up, brush teeth, etc.

Transition Times: Adults can model and emphasize the core word, **first**, during transition times to discuss topics such as: Who lined up **first** for recess? What is the **first** class of the day? What is the **first** thing a student must do for the next activity?, etc.

PLAY

Toys and Games: Students can use windup toys (or other moveable toys) to have a race. Adults and students can ask, “which toy will come in **first** place?”

Students can use the core word to indicate what toy or game they would like to use, **first**. Adults can provide options for a student and use models/prompts to guide the student (e.g., What do you want to play with first? Do you want to use the car or the dinosaur first? You grabbed the car first!).

Action Figures/Dolls/Stuffed Animals: Adults can model the core word and prompt students to copy an action provided by the adult using the core word in instruction (e.g., **First**, pick a doll. First, make your toy jump!). Adults can also teach the core word by having the action figures partake in a race to see who will be first!

Imaginative play: Adults and students can use imaginative play to practice the core word. For example, adults can provide instructions such as: **First**, let's pretend we are monkeys! What is the first thing you would do if you were a monkey? Additionally, adults can help students set up dramatic play, such as a pretend restaurant. Adults can encourage students to think of what items the students will need **first** to start playing. Adults can facilitate the use of the core word during play, by providing examples of dialogue or directing what actions a student may take first.

Older Students

Board Games/Card Games: Adults and students can practice the core word while playing board games or card games. Adults can model the core word during game play to provide instructions, such as: what a student must do **first** or who will go first in game play. Additionally, adults can facilitate use of the core word by asking students questions that promote use of the core word (e.g., Who will go first? What do I do first? What is the first thing I do? Wait, who went first?)

Recess: If there is a popular item to play with during recess? Adults can support students to create a list describing who will have access to the item **first**, second, and third.

At the start of recess or end of recess, students can practice using the core word to tell their peers or an adult who is **first** in the recess line. Or they can use the core word to describe what item they would like to take **first** to the playground (e.g., Can I take the soccer ball **first**? I will take this first.).

Adults can help students use their device to practice asking for a turn or asking if they can take a toy first while on the playground (e.g., Can I go first please? Can I please have the ball **first**?).

READING

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

The Very Last First Time, by Jan Andrews and Ian Wallace, courtesy of The Joyful Bookshelf, <https://www.youtube.com/watch?v=Rc2MuRT1RH4>

Eva Padylat lives in an Inuit village. Read about her first time walking down the shoreline on her own.

Butterflies on the First Day of School, by Annie Silvestro and Dream Chen, courtesy of Book Nook Storytime, <https://www.youtube.com/watch?v=vUENaVPduh0>

Read about Rosie, who has butterflies in her stomach, on the first day of school.

First Time: Doctor, by Jess Stockham, courtesy of Samantha Hanna, <https://www.youtube.com/watch?v=WhLhM6e0Agg>

What will a first time visit to the doctor's office be like? Read to find out!

First Time: Dentist, by Jess Stockham, courtesy of Samantha Hanna, <https://www.youtube.com/watch?v=Cq5BSTZih0k>

What will a first time visit to the dentist's office be like? Read to find out!

SOCIAL INTERACTIONS AND VIDEO MODELING

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model the core word **first** to discuss what the student did first that day or school or what

assignment they need to complete **first** at home (e.g., Let's look at your homework, what should we do first? What is the first thing you did at school?).

Picture Sequencing Cards: Students can be paired with a partner or placed into small groups. Provide the groups with photos depicting a sequence that need to be placed in proper order. To further emphasize the core word, adults can assign the target student the role of always identifying/discussing what photo comes "**first**" for each sequence of cards. Groups can discuss what the appropriate sequence order should be and place the cards in the appropriate order (e.g., photos of how to make a sandwich, the life cycle of a plant, the life cycle of a human, story sequence photos).

Role of Responsibility: Adults can ask a student to be their important helper for the day or week. Ask the student to focus on the **first** step of a task for that day or the week. For example, the adult can ask the student to be responsible for taking their device and having it ready to do first thing in the morning. Adults could also ask a student to give them a message first thing every morning (e.g., Can you be my special helper this week, and remind me I need to take roll first?) Or each day ask a student what the first thing is they need to complete to be ready for the day (e.g., Can you show me what you do first? What is the first thing you need to have out in the morning? Wow, I see the first thing you did was get your device out, great!).

What Would You Do First: Adults can help facilitate a discussion between students featuring the core word. Adults can ask students to discuss with their peers what they would do **first** in different pretend scenarios. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss what they would eat first if they were locked inside of a candy store or ice cream shop. Students can discuss what they would do first if they lost their dog, if they landed on the moon, if they were captured by pirates, etc.

Who Was Born First: Adults can help students arrange themselves in a line from the oldest student to the youngest student based on their birthdates. Then, adults and students can discuss why the student **first** in line is the oldest and how they were born first.

SENSORY MOTOR

Sensory motor station

Soapy Jars: An easy sensory activity is to take a sealable clear plastic jar and fill it with soap, water, and food coloring (confetti and glitter is also a great

addition). The student can roll, shake, jump or move with the jar to make colorful bubbles foam inside. Adults can use the core word during the activity by explaining what must go inside the jar **first** to make the soap bubbles. Additionally, adults can discuss that to make bubbles inside the jar, the student must “**first**” mix it together.

Sensory Bin: Adults can create a sensory motor bin and hide small toys or items inside the bin. Then, adults can instruct the student on what item they should find **first**.

Playdough/Clay: Create something out of clay with a student and use the core word to discuss what they will build **first**. Or focus on the first step needed to create an object (e.g., First, let’s make the wheels that will go on our clay car! Let’s make a car first!)

VIDEOS, MUSIC, ANIMATED SHORTS

Music

For The First Time In Forever by Kristen Bell and Idina Menzel from Disney’s Frozen, courtesy of Disney Music Vevo YouTube Channel:

<https://www.youtube.com/watch?v=ZrX1XKtShSI>

12 Days Of Christmas performed by Super Simple Songs, courtesy of Super Simple Songs - Kids Songs YouTube Channel:

https://www.youtube.com/watch?v=QYyhDvuq8_Y

First Day Of School by CoComelon Nursery Rhymes and Kids Songs, courtesy of Cocomelon - Nursery Rhymes YouTube Channel:

<https://www.youtube.com/watch?v=Oq61TxejZ5g>

Young Adults

Loved You First by One Direction, courtesy of One Direction YouTube Channel:

<https://www.youtube.com/watch?v=e7Rhimg2DN0>

First Time by Carly Rae Jepsen, courtesy of Carly Rae Jepsen YouTube Channel:

<https://www.youtube.com/watch?v=V70hdRayVYI>

First Things First by Neon Trees, courtesy of Neon Trees YouTube Channel:

<https://www.youtube.com/watch?v=NOAeVINQ6Hw>

Older Students

First by Cold War Kids, courtesy of Cold War Kids YouTube Channel:

https://www.youtube.com/watch?v=3_mmnFtiB48

You Broke Me First by Tate McRae, courtesy of Tate McRae YouTube Channel:

<https://www.youtube.com/watch?v=AG-erEMhumc>

First Day Of My Life by Bright Eyes, courtesy of Saddle Creek YouTube Channel:

<https://www.youtube.com/watch?v=xUBYzpCNQ1I>

First Time by Lifehouse, courtesy of Lifehouse YouTube Channel:

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

Animated Shorts

Pip, courtesy of Southeastern Guide Dogs YouTube Channel:

<https://www.youtube.com/watch?v=07d2dXHYb94>

Adults can have a discussion on Pip's first day at Guide Dog School and how Pip does on his first day as an official guide dog.

Sweet Cocoon by ESMA and The CG Bros, courtesy of TheCGBros YouTube Channel: <https://www.youtube.com/watch?v=D0a0aNqTehM>

Adults and students can discuss how Butterflies start as caterpillars first.

STRUCTURED ACTIVITIES

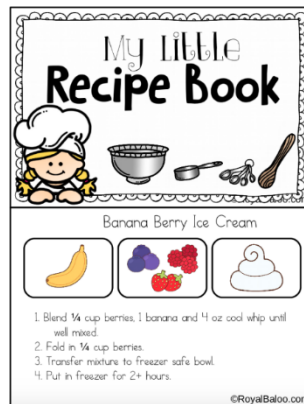
Poster/Book of Firsts: Adults can help students decorate a poster or create a book all about the student and their "**firsts**" such as first achievements, experiences, etc. (e.g., First time losing a tooth, tying their shoe without help, trying a certain food, first time traveling). The poster or book could be created online or in person. Adults can help students decorate the poster with different pictures and designs. Adults can prompt the student to use the core word when creating the poster.

*Variation: Adults can help students create a logbook for the year, where the student can keep a record of all their first-time achievements, events, activities, skills, etc.

Picture Scavenger Hunt: Adults can create a game that requires students to take pictures of things that occur "first" in the student's day or in an activity. The adult could create a list of items they want the student to take a picture of, like

a photographic scavenger hunt. For example, students can be asked to take photos of where they go first when they get to school, the first place they go sit in the classroom, the first book they use during the day, the first place they go at recess, the first thing they do at lunch, etc.

Recipe Book: Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure to focus and discuss what the **first** step of the recipe would be and what materials/ingredients would be needed first. The recipe can be simple and do not have to involve cooking/baking, but assembly instead (e.g., snack mix, salad, etc.) The link below provides a free printable cookbook template. (Image and link courtesy of royalbaloo.com)



https://royalbaloo.com/my-first-recipe-book-printable-for-charity/?utm_source=twitterfeed&utm_medium=facebook

Schedule Writing: Adults can help students write down the students' schedule, and focus on the core word, **first** (e.g., What is your first class? What comes first, math or science?).

Chart Writing: Adults can explicitly teach the meaning of the core word. To aid in teaching, adults can create writing charts, either in person or through distance learning, featuring the core word **first** and have students fill it in.

The first thing I do when I wake up is _____.
The first thing I do at recess is _____.
The first letter of the alphabet is _____.

ART OR SCIENCE ACTIVITIES

Many science and art activities can be modified to include the core word, **first**. Adults can use activities they typically have planned and modify the instructions to include or focus on the core word. For example, adults can highlight what the first step is to complete the activity and why it must occur first. Additionally, students can be asked to identify what the first step in the activity is using their device.

Life Cycles: Adults can lead discussions on animal or plant life cycles and discuss the core word when describing what the **first** part of a life cycle is for certain living things (e.g., life cycle of a butterfly, frog, sunflower). An entire discussion can be used to focus on what happens first in the stage of life for creatures (e.g., Before there are flowers, there is first a seed). Students can draw, color, create an art project depicting each stage of a life cycle. Adults should take care to use the core word during discussion and either write it on the activity or have students write the word on their activity. An idea for crafting the lifecycle of a butterfly can be found in the link below. (Image and activity courtesy of the website, [thebestideasforkids.com](https://www.thebestideasforkids.com))

<https://www.thebestideasforkids.com/butterfly-life-cycle-craft/>



Care for A Plant, Animal, or Insect: Adults and students can grow a plant in the classroom to show what a plant looks like **“first”** before it grows. Or the class can adopt an animal or insect to watch grow from their **“first”** stage of life to their final form. Such as watching a plant go from a seed to a flower or watching a butterfly go from an egg, to caterpillar, to finally transforming into a butterfly.

Newton’s First Law Of Motion: Adults can teach Newton's **First** Law Of Motion, to discuss that for an object to go into motion, there must be an action to set it in motion **first**. Activities can be created to demonstrate the concept, ranging in

complexity. For example, a marble run can be set up to show that the marble will not run the course unless it is pushed first. Or a toy car can be used to show that it will not roll until there is an action placed upon it.

Marshmallow Catapults: Easy and cheap ways to build a small catapult can be found online. Create a small catapult with students and use it to fling mini marshmallows. Newton's First Law Of Motion can be discussed to incorporate the core word. Additionally, adults can emphasize the core word during the activity by asking students what they need **"first"** to make the catapult work (e.g., What do we need to put on it first to make the catapult work? First, we have to put the marshmallow on it! Where should we try to land the marshmallow first?). Image courtesy of diynetwork.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. If playing the app through distance learning, adults can have students give instructions on what actions the adults should take **first** during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. For example, students can practice with phrases such as: first take the boy outside, first grab an apple, etc. 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 (e.g., Wow, who will you take into the room first? What food will you eat first in the store? The first thing I noticed was the juice!).

[Toontastic 3D App](#): This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts

(question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **first**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who keeps trying new things for the **first** time. Adults can assist students in creating dialogue in the story using the core word.

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, **first**. 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., My first time ____). Additionally, adults can create their own story focusing on the core word and use it to teach the core word with the student.

[*iMimic: 80's Vintage Electronic Memory Game App*](#) by Fernando Scilessere: This free app is used as a memory game for sequence. The app shows four different colors and generates a sequence of tones and lights that a player must follow. The sequences become longer as a player successfully follows each sequence. The app can be used to talk about what was the **first** part of a sequence or what color needs to be selected first. Also, turn taking can be discussed as a way to incorporate the core word, first (e.g., Who will go first? Can I go first? What was the first color?).

WORD WALL: Create a WordWall and add '**first**' 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 Liz Cambra @ lizcambra@gmail.com and Andriana Nikolau @ andriananikolau@gmail.com. Liz and Andriana are both second year graduate

students specializing in Augmentative and Alternative Communication at San Francisco State University.
Thank you!

CORE WORD: **Then**

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 A QUESTION (e.g., **Then** what happened?)

DIRECT ACTIONS (First snack, **then** recess)

REQUEST (e.g., **Then** can I have a turn?)

INFORM (e.g., **Then** we can study at my house. **Then** the big bad wolf came.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model using the word **then** to describe the order their snacks will be eaten ("I'm going to eat this, then that. What are going to eat?").

For older students, during shared mealtimes, adults can model and support students by using the word **then** to expand on conversation that occurs ("Then what happened?").

Circle: Students can use the word **then** to describe activities or events for the upcoming school day (with the support of visual schedule or calendar as needed). For example, "first we have math, **then** we have recess."

Activity Centers: Students can indicate what materials they need to use or discuss what activity they will go to next materials they wish to use with the core word when appropriate (e.g., first I sit, **then** I write. First math, then reading.).

PLAY

Toys and Games: Adults can model or support students to use the core word **then** to describe activities or interaction in their game play. For example: After you play with the dolls, **then** what are you going to do?; let's play with this, **then** this; if you land on red, then what will happen?

When students are selecting toys or putting toys away, they can be prompted to make choices using the core word (e.g., you want to play with the car, then the dinosaur? We can play, then we clean. Adults can also ask questions when getting out toys to demonstrate use of the core word, using phrases such as: "Well then, what should we play with?"

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 asking a question: "After I put the cookie in the oven, **then** what do I do? Or adults can use parallel talk to describe student actions ("You're stirring the soup, **then** you're walking to the table.").

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 occurred directly after. Adults can model with the core word to get the discussion going "I ate my snack, **then** I went on the slide. What about you?"

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, **then**. For example, adults can have students answer questions with the core word (e.g., 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.

Then and Now, by Peter Firmin, courtesy of For the Love of Usborne,
<https://www.youtube.com/watch?v=DtzGT0GU4kQ>

Children listen and reflect on scenes and activities from the past and present. How are things different between now and then?

<https://www.youtube.com/watch?v=DtzGT0GU4kQ>

And Then Comes Summer, by Tom Brenner and Jaime Kim, courtesy of Storytime Bunnies, <https://www.youtube.com/watch?v=O0ZIOkMQGi8>

When the weather changes, and school is out, then the wonders of summertime commence.

<https://www.youtube.com/watch?v=O0ZIOkMQGi8>

The Three Billy Goats Fluff, by Rachel Mortimer, courtesy of Storytime at Awnie's House YouTube Channel: <https://youtu.be/ghblvxSBKqQ>

A slight twist on the classic folk tale, The Billy Goats Gruff. Adults can facilitate use of the core word by using it to ask questions, such as: And then which goat crossed the bridge? Then how did the goat feel?

If You Give A Moose A Muffin by Laura Joffe Numeroff, courtesy of Reading Is Succeeding YouTube Channel:

<https://www.youtube.com/watch?v=iDY3hcoVyaA>

The story of what happens if you give a moose a muffin. The core word can be used to describe what happens after each item is given to the moose (e.g., If you give a moose a muffin, **then** what does he want?) There are many stories in this series by Laura Joffe Numeroff that can work in teaching the core word.

Pete The Cat: I Love My White Shoes, by Eric Litwin Edited by Stephen Lentz, Music & Narration from HarperCollins Children's Book, courtesy of Whiteboard Entertainment Studios: https://www.youtube.com/watch?v=fj_z6zGQVyM

Pete the Cat gets a brand-new pair of white shoes, but **then** he steps in piles of strawberries, blueberries, and more. What will happen to his white shoes when he steps in different things? What will Pete the Cat do when his white shoes get dirty?

SOCIAL INTERACTIONS AND VIDEO MODELING

Social Video Summary: Adults can choose a social video focusing on a social interaction pertinent to a student or class, and support students to summarize the sequence of events that occurred using the core word. For example, "The boy burped, **then** his friends felt uncomfortable. Or "The students were sitting in class, then they heard something loud." Adults can record these student summaries and use them to support students to act out the scene.

Adults can support students to select a location for a virtual field trip, and students and peers can make a plan on where they want to go and what they

want to see on their virtual trip (e.g., First let's see the sea turtles, then the sharks!)

Field Trip Links:

[San Diego Zoo Live Cams](#)

[Monterey Bay Aquarium Live Cams](#)

[Statue of Liberty Virtual Tour](#)

During morning meetings, students can share one of their daily routines using the core word, then (e.g., First I wake up, then I brush my teeth, then I get dressed.). To make it a more interactive activity, students can gather in pairs or small groups to discuss the topic.

Students can interact with painting materials and comment to one another about how they created something (e.g., I mix blue then red). Adults can model comments and point to communication devices to support students adding to the conversation.

SENSORY MOTOR

Physical Transformations Activity: Adults can support students to use the core word to describe the sensory transformation of various items. Adults can support students to obtain available classroom or (if online) household items: dry rice or noodles, paper towel/toilet paper rolls, paper, flour, etc. With modeling and support of an adult as needed, students can add water to, squeeze, or tear each of the items. Adults can support students to use the core word to describe how the object changes (e.g., hard, **then** soft, dry then wet, smooth, then wiggly) as these transformations occur.

Sensory Bins: Adults can prepare sensory bins using beans, kinetic sand, or other materials, and hide small items or toys within. Adults can ask students to "Bring me the [hidden item in bin], **then** the [second hidden item]". Students can have fun searching for toys and other small objects of interest. Alternatively, adults and students can work collaboratively to create sensory bins, with adults asking students to "Please bring the beans and **then** we can pour them in" or other items needed to complete the project.

Yoga: Practice yoga poses appropriate for children and model the core word while providing instructions (e.g., First we sit, **then** we put our hands up!).

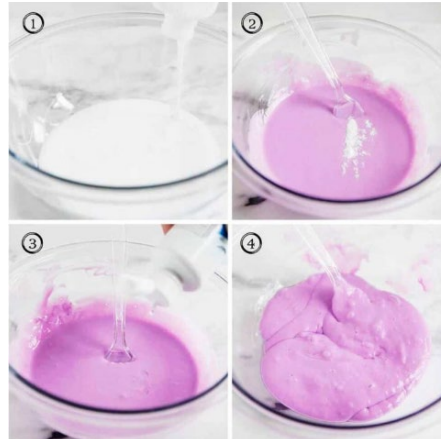
Simon Says: Whether in person or on online, adults and students can take turns responding to and giving multi-step directions using the core word. For example: stand up, **then** touch your ear; jump once, **then** touch your chin. Adults or students can even create flashcards or other visual support of different movements: bear walk, jump, dance, etc. Students can choose 2 movements from this deck, and link them with the core word (e.g., Bear walk, then jump).

For online learning, Google Jamboard can be used to create the above-mentioned flashcard deck.

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., pour the milk, **then** stir, salt, then sugar, etc.).

Slime: Students can create their own slime, and practice the core word, **then**, as they go through the process of creating the slime. Adults can prompt students to use their device to ask questions with the core word to continue the activity, such as: “**Then** what? Then what do I do? And then? Then?” Link below for homemade slime recipe and instructions. (Image and project are courtesy of iheartnaptime.net). <https://www.iheartnaptime.net/homemade-slime/>



VIDEOS, MUSIC, ANIMATED SHORTS

If Then Song, courtesy of CubicoKids

<https://www.youtube.com/watch?v=rkLq7JjmZf0>

Famous Disney Songs, Then versus Now, courtesy of rishabhrox1

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

Then, by Brad Paisley, courtesy of HorseLovinCowgirl1

<https://www.youtube.com/watch?v=81on1ZFE63w>

Adults can use animated shorts to model and facilitate use of the core word, **then**, by asking a student to make predictions, discuss the plot, etc. (e.g., Then what will happen to the birds? Then where will they go?).

Pixar Animated Short: For The Birds (Funny animated short of birds trying to sit together on a telephone wire, but then a large bird arrives.)

https://www.youtube.com/watch?v=nbVTUYVKxg&list=PLlbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE&index=8&ab_channel=BlockBuster

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

STRUCTURED ACTIVITIES

Wordless Picture Book: Adults can begin the activity by describing how the word **then** can be used to link events/show a connection between events. Adults can then choose a wordless picture book to “read” aloud, focusing on linking events using the word **then**. With older students, after modeling this process for a few pages, adults can support students to use the word “then” to describe the next scene of the book. Once complete, adults can support students to create their class wordless picture book. 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 “then” to connect events in their class book aloud and create a unique story.

Then and Now: Adults can support students to use the word **then** to compare past and current features of themselves. Students can bring in 2 personal photos one from a time in their past, and one that describes a facet of their life or themselves now. Adults can support students to use the word **then** to compare or contrast. For example, “Then, my favorite food was ice cream. Now, my favorite food is pizza. Or “Then I lived in this neighborhood, now I live somewhere new.”

Older students can create a collage of personal photos, and with support, create a personal narrative of themselves **then**, and now.

In an online environment, this activity can be used to compare/contrast features, rules, routines, of the previous school year to the present.

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

ART OR SCIENCE ACTIVITIES

Almost any science or art activity can be planned to incorporate the use of the core word, **then**. Adults can adapt their science or art lesson and look for ways to emphasize and frequently use the word, **then**, throughout the lesson to demonstrate the word across multiple contexts (e.g., when giving directions, describing sequences, making predictions).

Student-led art activity: Adults can support students to organize a student led, mini-art project. A single student or small group of students can give directions to the class on how to complete the project using the word **then**. For example, "Choose a color. Then, draw a circle."

Color Mixing: During any art activity that involves color mixing, adults can support students to use the core word while mixing colors. For example, "We added yellow, **then** we got blue."

How To Make Rock Candy With Kids by Ally Noal Adults can make rock candy and use the core word, then, when describing the activity. "First, we mix the ingredients, then we wait for the crystals to form!" (Image and activity courtesy of mommypoppins.com)

<https://mommypoppins.com/kids/how-to-make-rock-candy-with-kids>



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 respond to two-step directions using the core word. For example, students can respond to phrases such as: first take the boy outside, **then** grab an apple, etc. 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 (e.g., After you eat this, what will you do then?).

[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, **then**. 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 wake up, then I ____; Then I saw a ____). Additionally, adults can create their own story focusing on the core word and use it to teach the core word with the student.

[Cooking Mama: Let's Cook! App](#): The app allows students to electronically cook meals step by step. Each step in the recipe requires different motions and easy touch controls. Students can cook a variety of foods and simulate the process of creating meals. The core word can be used to describe the steps during gameplay or the actions needed to create the foods.



[TOCA Kitchen Monsters](#) (free): Students can feed a monster different real or wacky food items. As they play, adults can ask students to try and remember the order of the foods they fed their monster, using the word **then**. If playing virtually with a student, adults can ask students to direct their actions in the game, using the core word (e.g., Meat, then fruit; Cook, then eat).

[Little Alchemy 2 App by Jakub Koziol](#): This free app allows students to take different elements, mix them together, and see what is created from the two. Once two items are mixed, they create a new element that can be used in play. For example, fire can mix with water to create steam. The app also includes an encyclopedia of the items in the game and provides information on them. Students can use the core word while using the app, using phrases such as: What will happen **then**? First water, then fire. Then we make steam! (Images courtesy of Little Alchemy 2 App)

WORD WALL: Create a WordWall and add **'then'** to the list.

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

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Thank you!