CORE WORD: They

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., **They** did it)

ASK QUESTION: (e.g., Are t**hey** coming?)

COMPLEMENT: (e.g., **They** are beautiful)

NEGATE: (e.g., No **they** don't)

ROUTINES AND SCHEDULES

Circle time: During the morning circle time routine, students can practice using an adjective and the core word **'they'** and describe their class (e.g., "**they** nice").

PLAY

Students can use different toys and stuffed animals and put them into different groupings. Once they are in different groupings, students can talk about what **they** are doing. For example, when looking at cars and separating them by color, a student can point to the blue cars and say, "**they** are parked" then point to the red cars and say, "**they** are driving".

READING

Here are some suggested books on YouTube that can assist in teaching the core word: These books will have the word "**they**" in it at least once.

Where the Wild Things Are by Maurice Sendak, courtesy of rasaviharii: https://www.youtube.com/watch?v=2bptuYPvfgk&ab_channel=rasaviharii

This book talks about a boy named, Max. Max acts like a wild thing and is sent to his room. His room turns into a forest and Max meets creatures called Wild Things. He learns about what makes them wild and what **they** are like.

Animals in Winter by Henrietta Bancroft and Richard G. Van Gelder, courtesy of Stemhax: https://www.youtube.com/watch?v=eLDbjt_FiTM&ab_channel=STEMHAX

This book is about wintertime and different animals. It talks about what **they** all do when wintertime comes.

The Mitten by Jan Brett, courtesy of Nook: https://www.youtube.com/watch?v=d3rRWzdHv5M&ab_channel=NOOK

This story is about a boy who loses his white mitten in the snow. Different animals see the mitten and the book talks about what **they** do and how the boy finds his mitten.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can look at pictures of different groups in different social situations and talk about what **they** are doing.

SENSORY MOTOR

Students can point to a group of people and refer to them as, **'they**.' Students can also practice tracing the word, **'they'** in different mediums, such as finger painting, shaving cream, sand, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

What are **they**?, courtesy of Fun Kids English:
https://www.youtube.com/watch?v=mNE4em_UTjU&ab_channel=FunKidsEnglish

We-**they** core word song, courtesy of Speech and Language Songs:
https://www.youtube.com/watch?v=8d2kd6nG54w&ab_channel=SpeechandLanguageSongs

Young Adults:

All these songs have the word "**they**" in the lyrics.

Maps by Yeah Yeah Yeahs, courtesy of yeahyeahyeahsmusic:
https://www.youtube.com/watch?v=oIlxlgcuQRU&ab_channel=YeahYeahYeahsVEVO

Hold Up by Beyonce, courtesy of Beyonce:
https://www.youtube.com/watch?v=PeonBmeFR8o&ab_channel=Beyonc%C3%A9VEVO

**They** call me Tiago by Tiagz, courtesy of Tiagz:
https://www.youtube.com/watch?v=xKdPk-KAMnA&ab_channel=TIAGZVEVO

You're Mines Still by Yung Blue and Drake, courtesy of Vibe Chaser:
https://www.youtube.com/watch?v=BsXQo9NePj8&ab_channel=VibeChaser

STRUCTURED ACTIVITIES

Adults can teach students what '**they**' means using the following definition courtesy of Oxford languages.
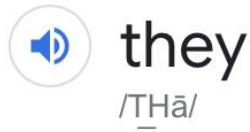
they
/THā/

pronoun

1. used to refer to two or more people or things previously mentioned or easily identified.
   "the two men could get life sentences if they are convicted"

2. used to refer to a person of unspecified gender.
   "ask someone if they could help"

Definitions from Oxford Languages

Students can write about pictures of groups of people participating in an activity (e.g., '**they** run' or '**they** are nice'). Whether the pictures of groups are from real life photographs of classmates or characters from a TV show is up to the adults who are helping the student in this activity.

ART OR SCIENCE ACTIVITIES

Building upon the structured activity, students can create a collage using photographs and sentences they write with the word **'they'**.

USE OF APPS OR OTHER TECHNOLOGY

My Town: This app can be used to play with a town of people. Users can talk about what **they** are doing with the town and what **they**, being the town people, are doing.

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

WORD WALL: Create a WordWall and add **'they'** 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: Live

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g., My family **lives** in California.)

PROVIDE INFORMATION: (e.g., She **lives** in that house, I **live** over there.)

COMMUNICATE NEEDS: (e.g., I need to go home, I **live** there.)

COMMENT: (e.g., They **lived** there a long time.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach children which food and drink they need to **live**. Adults can tell students that humans need water to live. Adults can also model this on the AAC device to the students. Students can also be prompted to tell adults which foods they need to live. They can do this by using their AAC device to indicate that "I need food to live."

Circle: Adults can create a structured activity where the opportunity to use the word **live** is high. For example, the teacher can show a video that explains where different animals live. The teacher can model the word 'live' to the students as they are watching the video. The students can also use the word

'live' on their AAC device when appropriate as they continue to talk about where different animals live. The more repetition, the better. If this is a new concept, visual support for choices for a response is important. Any of the videos listed below can be used in this activity.

Learn About Different Animal Names and Homes | Bubble Kidz

https://www.youtube.com/watch?v=2GrdT0_KZQc

Animal Habitats | Animal Homes | Learning Junction

https://www.youtube.com/watch?v=Xj1ASC-TlsI

Sesame Street: Homes | Elmo's World
https://www.youtube.com/watch?v=wDJpcR6OSOc

PLAY

Dolls: The adult can model **'live'** by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the doll into a dollhouse to indicate that the doll lives in the dollhouse. The adult can then ask the student to do the same thing with their doll. The child can have the doll live in the dollhouse house, bedroom, bathroom, etc.

Stuffed Animals: The adult can model **'live'** by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the stuffed animals into a dollhouse to indicate that the stuffed animal lives in the dollhouse. The adult can then instruct the student to do the same thing with their stuffed animals. The child can make the stuffed animal live in the dollhouse house, bedroom, bathroom, etc.

Puppets: The adult can model **'live'** by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the puppets into a dollhouse to indicate that the puppet lives in the dollhouse. The adult can then instruct the student to do the same thing with their puppet. The child can make the puppet live in the dollhouse house, bedroom, bathroom, etc.

Action Figures: The adult can model **'live'** by using the word live on the AAC device or saying the word 'live' out loud while simultaneously moving the action figure into a dollhouse to indicate that the action figure lives in the dollhouse. The adult can then instruct the student to do the same thing with their action figure. The child can make the action figure live in the dollhouse house, bedroom, bathroom, etc.

Recess:

Simon Says: The adult can play a game of Simon Says. Every time a student wins a round, the adult can indicate that they are still 'alive' and playing in the game by selecting the word "live" on their AAC system. The child can also indicate that they are still in the game and have not yet lost by selecting 'live' on their AAC device. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity **live** may be one of the words on the wristlet.

Freeze Tag: The adult can structure a game of freeze tag where students must indicate that they are 'alive' or 'not alive' after each round of freeze tag. Every time a student wins a round, the adult can indicate that they are still 'alive' and playing in the game by selecting the word "live" on their AAC. The child can also indicate that they are still in the game and have not yet lost by selecting 'live' on their AAC device. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity live may be one of the words on the wristlet.

READING

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

1. Animals in Winter | STEMHAX
https://www.youtube.com/watch?v=eLDbjt_FiTM

Adults can model the word **live** on the student's communication system to indicate that an animal lives in a certain place. This creates lots of opportunities to practice using this core word.

2. I Can't Live Here | Help Teaching

https://www.youtube.com/watch?v=zt1jvQUal4w
Adults can model the word **live** on the student's communication system to indicate that the polar bear does or does not live-in specific habitats. This creates lots of opportunities to practice using this core word.

3. Welcome Home Bear A Book of Animal Habitats
https://www.youtube.com/watch?v=KkkuRzDwvuc
Adults can model the word **live** on the student's communication system to indicate that the bear does or does not live in specific habitats. This creates lots of opportunities to practice using this core word. For example, "The bear cannot live in the desert sand."

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, this video shows how to use ASL to say the word **live**. Students can use this in addition to their AAC or other modes of communication to say the word 'live.'

"Where do you Live" in ASL |Ashlee Butt

https://www.youtube.com/watch?v=LAk3WnkJ2uc

SENSORY MOTOR

Bug Hunt / Nature Walk:
Materials: Jar with holes, Magnifying glass.
Adults can instruct students to catch bugs or pick up interesting leaves and flowers during a bug/nature walk. The adult can instruct students to take note and talk about where certain plants or animals live. For example, "the ant **lives** in the ground or the flower lives near the pond." The student can also use their AAC to indicate that "the bird **lives** in the tree." For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity live may be one of the words on the wristlet.

https://jimmiescollage.com/100-nature-walk/

VIDEOS, MUSIC & ANIMATED SHORTS

These songs have themes of 'living' and being 'alive.' Adults can target **live** or **alive** 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.

Alive | Alive
https://www.youtube.com/watch?v=TSfGS7rv3co

Alive | Krewella
https://www.youtube.com/watch?v=J-gYJBsln-w

STRUCTURED ACTIVITIES

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

ART OR SCIENCE ACTIVITIES.

Adults can instruct students to draw a picture about the bug hunt/nature walk that they went on (nature walk listen in previous activity). Adults can request that the students talk about where each bug, leaf, or flower **lives**. Each student can present to the classroom and talk about their drawing. For example, they may say "This is my drawing. I went on a bug hunt today and found an ant which **lives** in the ground." Adults can model and prompt students to use the word **live** on their AAC device or communication board during this rich activity.

USE OF APPS OR OTHER TECHNOLOGY

Adults can use these apps or similar apps to talk about where people or animals **live**.

MyPlayHome Lite | IOS

https://apps.apple.com/us/app/my-playhome-lite/id451155849

MyPlayHome Lite | Android

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

Students can tell adults where the different family members **live**. For example, "The girl lives in the house, or the baby lives in the living room." Adults can also prompt students to use the word live on their AAC device.

WORD WALL: Create a Word Wall and add **"live"** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Shanaz Faisal @ 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: Place

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

GAIN INFORMATION: Learning about others/environment (e.g., Is this the **place**? Where did she **place** it?)

SHARE INFORMATION: Describe others/the environment (e.g., They are going to that **place**. You can **place** it over there.)

APOLOGIZE: Express feeling of remorse (e.g., I am sorry, I was out of **place**.)

COMMENT: **(**e.g., I know that **place**! He will **place** it outside.)

GIVE A COMMAND: (e.g., **Place** the sticker on the front of the envelope.)

PROTEST: (e.g., Don't let them take my **place**!)

ROUTINES AND SCHEDULES

During whole group meetings such as morning meetings, and use of a visual schedule, students can discuss reviewing what day it is, the weather, and even things about themselves, such as how they feel. Students can take turns and **place** laminated items on a poster. Adults can lead these activities and model,

placing items on the larger poster. Adults can incorporate discussing places students can go to during their day in school and outside of school such as art center, playground, classroom, library, home, park, etc. Adults may use a low-tech core board (see below) to discuss specific places (by providing visuals for students). Print out two copies then cut out icons of one to have students place and match.
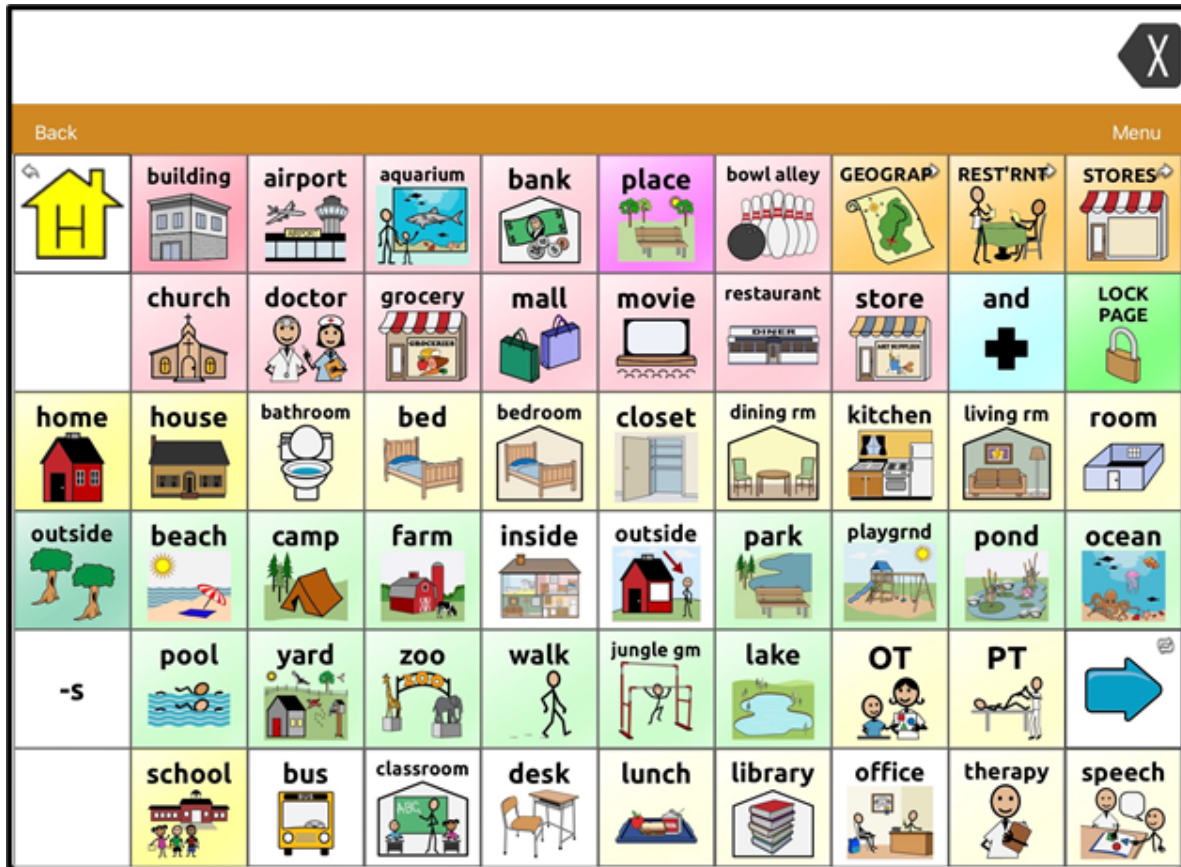
*Courtesy of TouchChat with WordPower application.

PLAY

The adults and students can play a game, focusing on the word, (**place**) during the game. As students take turns, if they knock out someone out of their spot or **place** on the board, they can practice by saying, "out of place" or "my place," when they switch the game piece. Another game that focuses on location that can be used is Battleship, in which students can indicate the **place** they are located after sinking their opponent's battleship.

Adults can play a game in which students are directed to different **places** depending on a variety of factors. For example, adults can say, "Come to this **place** if you're 6 years old or wearing (color)." Then, standing in a different part of the room or playground, tell the students, "Come to this **place** if you have a cat." "Go to that **place** if you like pineapple." After sufficient modeling, students can be the leader and direct their peers to various places with visual cues (icons for pets, preferred foods, age, etc.) if they need help.

Play a board game with a variety of animal homes or habitats (e.g., cave, burrow, tree, grassland). Students roll the dice/spin a spinner and move the required spaces. When they land on an animal home, they choose an animal that could be found in this **place**. The adult can comment, "You **placed** the shark in the ocean." "You **placed** the rabbit in the burrow/underground." After sufficient modeling, the student may comment, "I will **place** the bird in the tree," "I **place** the octopus in the ocean," "**Place** snake desert," "**Place** in snow," using their AAC system.

Game Board

Picture Cards

Bighorn Sheep	Lion	Zebra
Snake	Armadillo	Scorpion
Camel	Lizard	Bear
Fox	Rabbit	Mole

Picture Cards

Shark	Octopus	Dolphin
Trout	Polar Bear	Walrus
Alligator	Lemur	sloth
Parrot	Bird	Squirrel

**Board game and draw cards made using tools found at/courtesy of LessonPix.com.

READING

For this week's core word, you can talk about the characters in the story and discuss the word **place**.

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

Book Read Aloud: <u>OH, THE PLACES YOU'LL GO!</u> by Dr. Seuss https://www.youtube.com/watch?v=fmOCyP4VyP4 read by/courtesy of Storytime with Miss Jeannie (Students and adults can locate "**place**" on

communication board/device each time they see the word in the story or use a low tech icon of the word 'place' to touch).

Use this adapted storybook for the book, <u>OH, THE PLACES YOU'LL GO!</u> by Dr. Seuss courtesy of Paul V. Sherlock Center on Disabilities at Rhode Island College http://www.ric.edu/sherlockcenter/dsi/placesgo.pdf to support students while listening to the read aloud.

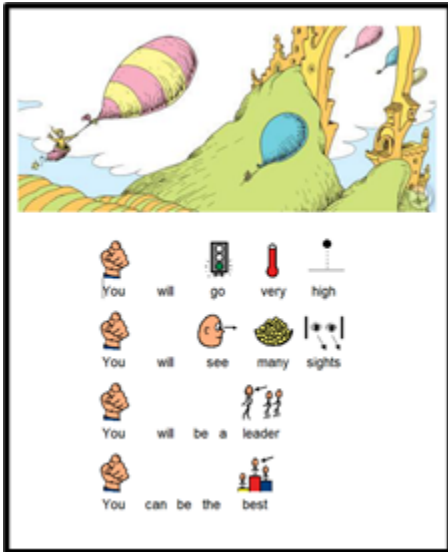*Courtesy of Paul V. Sherlock Center on Disabilities at Rhode Island College website

Book Read Aloud: <u>MY FIRST TOWN</u> by Roger Priddy https://www.youtube.com/watch?v=oT6MGDbSM9E read by/courtesy of alphabet babies. (Pause this video on each page to talk about the different places in the community.)

Book Read Aloud: <u>LANDMARKS</u> by Kate Wilson https://www.youtube.com/watch?v=4aLcWuCqnTY read by/courtesy of Canada First English. (Read along as students learn about international places that are special around the world.)

SOCIAL INTERACTIONS AND VIDEO MODELING

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

VIDEO MODELING - Describing Places |How to describe places in English | English Conversations https://www.youtube.com/watch?v=EdjrhKFM2ww courtesy of/by Learn English by Pocket Passport. (Talk about the descriptive words used to describe different places.)

VIDEO - Places in a city - English Educational Videos Little Smart Planet https://www.youtube.com/watch?v=UdDXlL9u0vI courtesy of/by Little Smart Planet. (Students and adults can discuss the different places shown in the video.)

VIDEO - Places Vocabulary in English https://www.youtube.com/watch?v=SxcFXDeH4uU courtesy of/by Easy English. (Students and adults can discuss the places you can find around your community.)

SENSORY MOTOR

Create a sensory bin with related animals/objects and a labeled image of the **place** the objects live/are found into sort. Check out the website article below to learn how to make a sensory bin activity. Try having students help make their own sensory bins by adding materials. Expand this into a language activity by talking about the different objects within each place being used.

*Courtesy of Busy Toddler.

Activity: Farm Sensory Small World Play – courtesy of/by Busy Toddler.
https://busytoddler.com/2016/01/farm-sensory-play/

At snack time, students can be directed to place cups, utensils, food items, etc. at a peer's **place** at the table. "Please **place** the cup at Rosa's **place** at the table." "**Place** the water at everyone's **place**." Adults may then ask, "Where should I put the purple mat?" or "Where should I put the green cup?" Students may answer, "Teacher's **place**," or "Jacob's **place**."

STRUCTURED ACTIVITIES

The students can talk about the word **place** in the stories that were read aloud such as the OH, THE PLACES YOU'LL GO!, MY FIRST TOWN, or LANDMARKS. Focus on the word, place; have students find the word/icon in their AAC device or on a low-tech board.

For teaching the verb place, utilize TeachersPayTeachers "Simon Says FREEBIE" activity courtesy of/by Panda Speech:
https://www.teacherspayteachers.com/Product/Simon-Says-FREEBIE-1869451?st=80c01b251a6783968ee2092178dcb67d to use visual supports around the game. Instead of saying 'touch' you can modify and say 'place' for example, "Place your hands on your nose." Expand on activity by having students manipulate their hands or objects to place on things.

Utilize TeachersPayTeachers "Weather Chart + Graph" activity courtesy of/by Lindsay Keegan: https://www.teacherspayteachers.com/Product/Weather-Chart-and-Graph-FREEBIE-1902558?st=48fd489884b4cecd83d0c777e697c9e5 to have students take turns and place the weather on the poster.

For an expansion activity, utilize the "Scavenger Hunts for Kids" activities courtesy of/by the bird feed NYC: http://thebirdfeednyc.com/scavenger-hunts-for-kids/ to provide students with a fun interactive activities to identify vocabulary terms that go with certain places in the community.

VIDEOS, MUSIC, ANIMATED SHORTS

Where Are You Going? | Places Song

https://www.youtube.com/watch?v=OkfROvtrDl8 courtesy of/by

English Tree TV. Sing along to the song highlighting the word **place** and talk about each place the man goes.

Where Are You Going? | Places Song | Kids Learning Song | ESL For Kids | Fun Kids English https://www.youtube.com/watch?v=FxRGkjkVTGA courtesy of/by Fun Kids English.

Places Song | kids songs & nursery rhymes | Jack and Jill | Leaps N Bounds Learning https://www.youtube.com/watch?v=kH2l7OvHJEU courtesy of/by Leaps N Bounds Learning.

ART OR SCIENCE ACTIVITIES

This art/coloring activity "Places in My Community" can be used to have students color in the different **place**s in their community. Large images of each place are also included and can allow for a larger collage of all community places.

*Courtesy of Teaching Around the Globe.

Places in My Community – courtesy of/by Teaching Around the Globe
https://www.teacherspayteachers.com/Product/Places-In-My-Community-5270166?st=d7d69546c86b66936a46821967ab1641

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g., "I" "go" "to" "**place**" 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 **place**, then share and talk with the students about the story they 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 '**place**' 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, '**place**.'

WORD WALL: Add the word, "**place**" 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** and Moira Ikeda @ at **mikeda@smfc.k12.ca.us.** 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.

CORE WORD: Ride

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **ride** with me)

ASK FOR HELP: (e.g., help me **ride**)

SHARE INFORMATION: (e.g., I like to **ride** bikes)

ASK QUESTION: (e.g., can you **ride** a bike?)

ROUTINES AND SCHEDULES

Circle: Adults and students can discuss how they got to school. Adults can ask students "did you **ride** in a car? **Ride** a bus? **Ride** on a bike?"

Recess: Students can use "**ride**" to express interest in wanting to **ride** a bike at recess.

PLAY

During imaginative play, students can play with cars and pretend to ride them around. Students can even race cars and one student can be the grand marshal of the race to get more practice saying "**ride**" (e.g., "3, 2, 1 **ride!**").

READING

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

Along for the **ride** by Michael DiPinto, courtesy of Alos Storytime: https://www.youtube.com/watch?v=dc9ETVAbRmU&ab_channel=AlosStorytime

This book is about a grasshopper who went on a joyful **ride**.

Timmy's Terrific Travels by Marie Date, courtesy of Storytime at Awnie's House: https://www.youtube.com/watch?v=mfzuVADrAnQ&ab_channel=StoryTimeatAwnie%27sHouse

This book is about Timmy who goes on travels around the world in his hot air balloon.

Pete the Cat's Train Trip by James Dean, courtesy of KidsBooks ReadAloud:https://www.youtube.com/watch?v=qktnLFYs148&ab_channel=KidsBooksReadAloud

This book is about Pete the cat who goes on a train **ride** and what happens while he is on the train **ride**.

Franklin **rides** a bike by Paulette Bourgeois, courtesy of The reading unicorn: https://www.youtube.com/watch?v=vN4i-m0v__Y&ab_channel=thereadingunicorn

This book is about how Franklin and his friends learn to **ride** their bikes with and without training wheels.

Froggy **Rides** a bike by Jonathon London and Frank Remkiewicz, courtesy of Miss Rosie's Storytime: https://www.youtube.com/watch?v=shJ5gHpLW3E&ab_channel=MissRosie%27sStorytime

This book is about Froggy and his dad going to buy Froggy a new bike to **ride**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**ride**" to ask their friends if they want to ride bikes together at recess (e.g., "want to **ride**?"), or to ask or offer help to their friends (e.g., "help me **ride**").

SENSORY MOTOR

Students can say 'ride' while they **ride** a bike or pretend to **ride** a horse.   Students can also watch this video and pretending they are **riding** the storybook canal boat in Disneyland, courtesy of SoCal Attractions 360: https://www.youtube.com/watch?v=YWzGN0Bezz8&ab_channel=SoCalAttractions360

VIDEOS, MUSIC, ANIMATED SHORTS

You can **ride** a bike, courtesy of Cocomelon: https://www.youtube.com/watch?v=XREDfjNee3A&ab_channel=Cocomelon-NurseryRhymes

I like to **ride** my bicycle, courtesy of Super Simple Play: https://www.youtube.com/watch?v=-FST-CqbqUY&ab_channel=SuperSimplePlay

Let's **ride** an airplane, courtesy of Brainvault: https://www.youtube.com/watch?v=bYoCK_3lkwY&ab_channel=BrainVault

Ride from Cars 3 by Z.Z. Ward featuring Gary Clark Jr., courtesy of Disney Music VEVO: https://www.youtube.com/watch?v=RLQlaYqI_G4&ab_channel=DisneyMusicVEVO

Young adults:

Old Town Road by Lil Nas X ft Billy Ray Cyrus, courtesy of Lil Nas X. The chorus of this song offers a great opportunity for students to sing along and practice saying "**ride**.": https://www.youtube.com/watch?v=r7qovpFAGrQ

Bicycle Race by Queen, courtesy of Queen Official: https://www.youtube.com/watch?v=xt0V0_1MS0Q&has_verified=1&ab_channel=QueenOfficial

Ride by twenty one pilots, courtesy of twenty one pilots: https://www.youtube.com/watch?v=Pw-0pbY9JeU&ab_channel=twentyonepilots

Ride wit me by Nelly, courtesy of Nelly: https://www.youtube.com/watch?v=RtSDWq6HsJE&ab_channel=NellyVEVO

STRUCTURED ACTIVITIES

Adults can talk about all the different things you can ride and take a survey to see who in the class has experienced these different things (e.g., **ride** a horse, **ride** a bike, **ride** in a train, **ride** an elephant, etc..).

ART OR SCIENCE ACTIVITIES

Using construction paper, scissors, glue, and markers students can make a car or train and pretend to **ride** it around school.

*images courtesy of BuggyandBuddy.com

USE OF APPS OR OTHER TECHNOLOGY

Train Driver - The Train Simulator: User will use this app to drive trains across train tracks. They can talk about who they think would be **riding** the train that they are driving and where the people would be going.

Google play store:
https://play.google.com/store/apps/details?id=com.imayi.traindriverfree&hl=en_US&gl=US

Apple App Store: https://apps.apple.com/us/app/train-driver-the-train-simulator-games-for-kids/id1129604932

WORD WALL: Create a WordWall and add **'ride'** 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!