

## CORE WORD: **Loud**

### For Educators, Related Service Providers and Parents

(There will be similar resources with the word-opposite, (quiet), in this month's resources).

## 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., The kids were so **loud** on the bus.)

COMMENT: (e.g., That music is too **loud**.)

REQUEST: (e.g., Can you speak a little **louder**, please?)

COMMAND: (e.g., "Turn down that **loud** music", my mother yelled.)

ANSWER QUESTIONS: (e.g., Yes, I know the music was too **loud**.)

ASK QUESTIONS: (e.g., Do you think the colors in this shirt are too **loud**?)

COMPLAIN: (e.g., All that **loud** pounding is giving me a headache!)

DIRECT ACTION: (e.g., Turn down that **loud** music.)

## **ROUTINES AND SCHEDULES**

**Laundry:** Adults/caregivers/parents can talk about doing laundry. Together they can comment on such information: when they put the clothes in, it is quiet, but when they turn on the washer or dryer it is **loud**.

**Recess/Going Outside:** Adults/caregivers can talk about how they can use an outside or **louder** voice when they are at recess but when they go in the class, they use a quiet voice.

**Park:** Adults can talk about how students can use an outside or **loud** voice when they are at the park but when they go in, they use their inside voice.

## **PLAY**

When it comes to play, there is a difference between outside and inside play activities and the parameters for students to learn and follow. Adults can discuss that during outside play they can use a **louder** voice and during indoor play students can use a quiet voice.

**Puppets- acting out quiet and loud:** Students can use puppets to act out how they can use quiet voices inside and can use a **louder** voice outside when on the playground.

**Sand and Water Tables-** In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g., to share toys, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Adults can talk about how sand and water are both quiet but when adding other toys to the sand and water tables, such as: pails and shovels or boats and other floating items can make **louder** sounds. Adults can talk about quiet and **loud** and they play with students at the sand and water tables.

**Dolls-** While playing with dolls, students can talk to the dolls using quiet and **louder** voices.

**Checking in at Recess-** At recess, adults can check in with students and ask if they are using quiet or **loud** voices when they are playing.

**Vehicles:** While playing with vehicles, students can make **loud** and quiet noises.

**Young adults** can discuss how some games are **loud** and some are quiet. Further, they can talk about whether they like their video games to be loud or quiet. (some people are sensitive to loud sounds).

## READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

[Peace at Last](#), written by Jill Murphy, courtesy of Simple Stories

Quiet Loud by Leslie Particelli, courtesy of simicrane:  
[https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab\\_channel=simicrane](https://www.youtube.com/watch?app=desktop&v=t50vbJlctSM&ab_channel=simicrane). Simicrane describes him as a bright, graphic style, spirited board book, pairing and illustrating the opposites of quiet and **loud**

[Quiet and Loud | The Musical World of Mr. Zoink \(Sesame Studios\)](#)

Where to be Loud and Quiet by Amy Ruele, (Animated story with words), courtesy of Joshy's Storytime.:

[https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab\\_channel=Joshy%27sStorytime](https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab_channel=Joshy%27sStorytime)

[The Loud Book](#) By Deborah Underwood, Courtesy of #KidTimeStoryTime. This book shows us the different kinds of loud sounds that surround us: good, bad, accidental.

## SOCIAL INTERACTIONS AND VIDEO MODELING

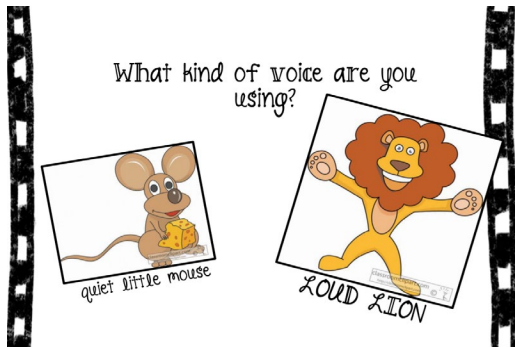
Adults can take videos of students using **loud** (outside) and quiet indoor) voices during a variety of activities. Students and adults can review the videos together and label the different types of voices, (loud and quiet).

[Quiet Voice. A social story.](#) By Amber Quinn. According to Ms. Quinn, this is "a social story to explain (and demonstrate through interaction) the difference

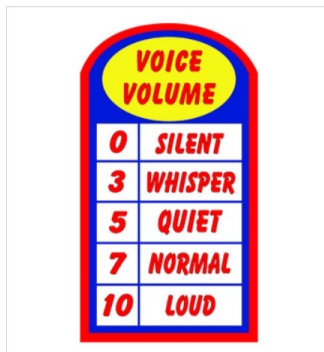
between using a quiet and **loud** voice, and when they are appropriate. This is a beginner video that should be introduced to children before working on quiet and loud skills independently. By first understanding the difference between quiet and loud, children will be better equipped to begin practicing these skills in real-life settings.

[Teaching your Preschooler about Inside and Outside Voices](#) Courtesy of Captain McFinn and Friends. This video illustrates when to use inside (quiet) and outside (loud) voices and the thought process.

[Use of Visuals: Poster- Mouse and Tiger Voice](#) Here is a poster that is free from "Speech-Love-Texas" about using a Mouse or a Tiger Voice.



[Powerful \(free\) Visual from TPT, Donna Baker, to help students monitor loudness levels.](#)



## SENSORY MOTOR

Playing Instruments: Adults can help the students form a band, where they all play instruments together, **loudly**.

Adults can lead a discussion of **loud** sounds that are found OUTSIDE and INSIDE the house or school. Adults can use visuals during their discussion. Here are some examples:

When outside, listen for sounds that are loud. A passing fire truck will be loud. Thunder in a rainstorm is loud. The airplane flying low overhead can be loud. A barking dog can be loud. The twigs and leaves can make a **loud** sound, crunching sound as we walk over them. The ocean waves can also be very **loud** as they crash onto the rocky shores.

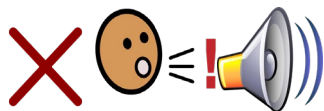
When inside, There are also **loud** noises inside the home. A blender is **loud** when mixing ingredients for a smoothie. The buzzer on the dryer is **loud** when the clothes are dry. The alarm clock is **loud** when it wakes us up in the morning! My friends and family can be **loud** when we cheer on our favorite team on the t.v. Our families can be really **loud** when they yell, "SURPRISE!" for my birthday party, or sing the Happy Birthday song.

## STRUCTURED ACTIVITIES

Adults can use Predictable Chart Writing, (with paper, a white board or virtually on Google Slides) to ask students when they can be loud.



I can be <b>loud</b> when _____
I can be <b>loud</b> when _____
I can be <b>loud</b> when _____
I can be <b>loud</b> when _____



I cannot be <b>loud</b> when _____
------------------------------------

I can not to be <b>loud</b> when_____
I cannot be <b>loud</b> when _____
I cannot be <b>loud</b> when _____

Adults can read the sentences using quiet and **loud** voices and students can have the opportunity to repeat the words and sentences using their voices in a ‘whispered’ or a loud volume or they can use their AAC systems with the volume turned up or down.


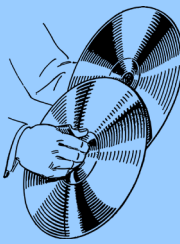

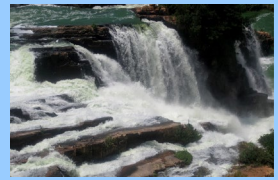


Adults can co-create a list of places where the students can be either loud or quiet.

Places I can be loud	Place I need to be quiet

**Read&Write for Google Chrome- Extension: Create a vocabulary chart:** (Loud)  
 Adults can review the multiple definitions/meanings of **loud** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **loud**:

# Loud

Word	Meaning	Symbol	Using "loud" in sentences
loud	<p>Making a lot of noise or producing sound of great volume: "The drum made a loud bang."; The thunder made a loud bang."; a loud group of children entered the store."</p> <p>tastelessly showy; "a flash car"; "a flashy ring"; "garish colors"; "a gaudy costume"; "loud sport shirts"; "a meretricious yet stylish book"; "tawdry ornaments"</p> <p>with relatively high volume; "the band played loudly"; "she spoke loudly and angrily"; "he spoke loud enough for those at the back of the room to hear him"; "cried aloud for help"</p>	  	 <p>The water flowing over the rocks was so <b>loud</b> it was hard to hear our guide talking.</p>  <p>The peacock showed off her wide fan of loud and brightly colored feathers.</p>  <p>Her shoes were so loud and flashy I was distracted from her new short haircut.</p>

How to create a vocabulary chart (like this) with Read&Write for Google Chrome, (free Extension for Educators (please refer to apps section for link):

1. Open Google doc in Drive
2. Title it for the Vocabulary Words you are focusing on.
3. Make a vertical list of vocabulary word(s) on a page
4. Use any one of the highlighter tools to highlight the word
5. Click on the tool that creates the vocabulary list, (three lines with dots)



6. Then wait for the Vocabulary List to be created
7. Then go under file and scroll down to page layout and pick landscape

(which gives you the ability to widen the last column for purposes of inserting images and using it in a sentence/in context!

8. You modify any definitions to meet your students' needs
9. Rename the last column to using \_\_\_\_ in a sentence, (the default is *Notes*)
10. Put your cursor in the last column and then go to your toolbar to insert an



image. \_\_\_\_\_ (the one on the right).

11. You can upload an image from a computer or google search.
12. If you do a Google Search you need to type the word in to see choices.
13. If you select an image from your computer, you can search your own picture(s) to insert it.
14. Double click on the image and insert it and resize it.
15. You can also center your picture or image.
16. Put your cursor at the end of your picture and hit enter to start a new line and type your sentence.
17. Voila, you've got your Vocabulary Chart.

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

[Band drums play in the hallway \(warning: Extremely loud!\)](#) Courtesy of Kai Bannon. Students can comment on this video and ask to turn it down. Because it really is too loud.

The Loud House by Slice of Life, courtesy of Nick:

[https://www.youtube.com/watch?app=desktop&v=Z\\_aV\\_PJ5Z7s&ab\\_channel=TheLoudHouse%26TheCasagrandes](https://www.youtube.com/watch?app=desktop&v=Z_aV_PJ5Z7s&ab_channel=TheLoudHouse%26TheCasagrandes)

[Something About Super Mario World SPEEDRUN ANIMATED \(Loud Sound Warning\)](#) Courtesy of TerminalMontage (Students can comment on the loud sounds they hear during this SuperMario game and whether they like it or not).

Young Adults

[Quiet Riot - Come On Feel The Noize \(Official Video\)](#) Courtesy of QuietRiotVEVO. Students can have the opportunity to talk about how loud this song is.



Van Halen – 11 Ain't Talking' Bout Love (Live in Australia 1998) Courtesy of Legi Foghat (students can scream and sing along with Van Halen):  
[https://www.youtube.com/watch?app=desktop&v=PnWCHt8-Pc0&ab\\_channel=legifoghat](https://www.youtube.com/watch?app=desktop&v=PnWCHt8-Pc0&ab_channel=legifoghat)

## ART OR SCIENCE ACTIVITIES

**Art:** Take two paper bags or plastic containers, (that could be recycled) and use any of the object combinations to compare the sounds they make: (1) beans and cotton balls or (2) Water and marbles and (3) Lots of marbles that fill up the whole container vs one or a few marbles. Adults can ask the students 'which one is quiet and which is loud'?

## USE OF APPS OR OTHER TECHNOLOGY

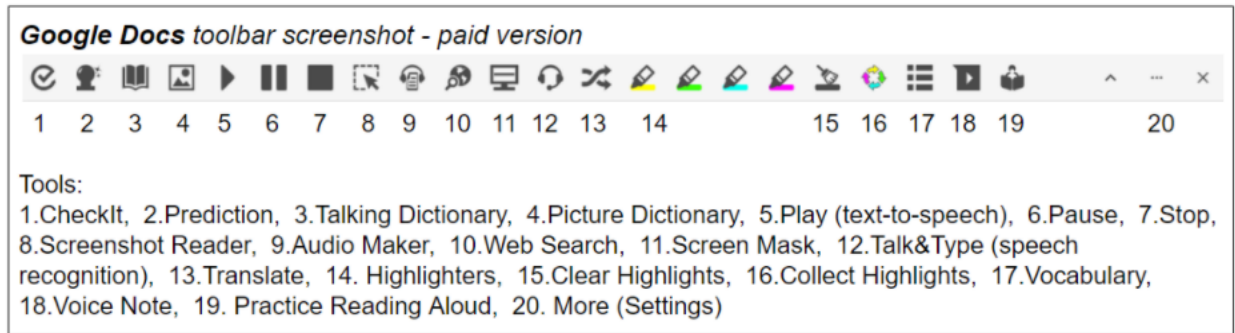
[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume. Students can experiment with using their voices and/or AAC systems to talk quietly and in a loud volume.

[Pictello app](#) This story creation app, with step-by-step guidance in 'wizard mode' can be a fun, easy, and interactive platform to include photographs or videos of things students find to be **loud** or quiet.

[Book Creator app](#) (Create, Read, and Publish) Tools for Schools Limited. Students can use Book Creator to create more traditional books or even comic books, photo books and more. Students can add video, music and even record their voices to create narratives of when they used **loud** and quiet voices.

*Read and Write Extension:*

Here is a copy of the Tools in the Read & Write Toolbar. Along with each tool being numbered for identification is a list of what each tool does.



Please click this [link](#) to obtain a free educator license to use in your classroom/with your students.

**WORD WALL:** Create a WordWall and add '**loud**' 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: Mary Hamilton, (Educator, Assistive Technology) @ [mhamilton@wccusd.net](mailto:mhamilton@wccusd.net) and Michaela Sullivan, SLP @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com)

Thank you!

## CORE WORD: **Quiet**

(There will be similar resources with the word-opposite, (**Loud**), in this month's resources).

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., I was **quiet** at school today.)

NEGATION/DENY: (e.g., I'm not a **quiet** person.)

COMMENT: (e.g., It is so **quiet**.)

GOSSIP: (e.g., She told a secret using a **quiet** voice.)

TELL SECRETS: (e.g., The teacher just told her to be quiet.)

ASK A QUESTION: (e.g., What does **quiet** mean?)

GET HELP: (e.g., Please be **quiet** so I can hear my PT.)

GAIN ATTENTION: (e.g., I am tired of being **quiet**!!)

DIRECT ACTION: (e.g., Please be **quiet**.)

ANSWER QUESTIONS: (e.g., Yes, I'll give you a treat if you're **quiet**.)

SHARE PHYSICAL NEEDS: (e.g., Because of my hearing aids, **quiet** sounds are amplified.)

MAKE CHOICES: (e.g., I want to work with the **quiet** group.)

EXPRESS OPINIONS: (e.g., I like the **quiet** puppy!)

REQUEST: (e.g., Can you be **quiet** for five minutes, please?)

COMPLIMENT: (e.g., I like it when you use a **quiet** voice.)

CLARIFY: (e.g., So, when I say it **quietly**, you can hear me?)

EXPRESS NEEDS: (e.g., I need to **quiet** my mind.)

## ROUTINES AND SCHEDULES

Adults can comment that the students are using **quiet** voices during daily routines and following the schedule. Their diligence can be reinforced and rewarded. This is a great opportunity to model such compliments and comments on the big core board, low-tech or talker. (E.g., You're listening and being so **quiet** in our circle).

Arrival: Adults can reinforce how using quiet voices when entering the room and saying, 'hello' can be very helpful to keep the classroom calm. Use of visuals can be very effective for both receptive, (understanding) and expression of the word, (especially if SymbolStix symbols are utilized on their communication system(s)). (Here is a visual from SymbolStix, (and there are many others, all of which can assist students in gaining and understanding of the vocabulary word and learning the associated symbols)

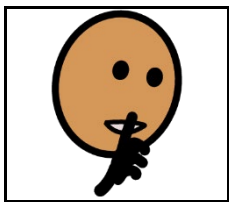


Table Work: Adults can discuss the importance of **quietly** setting up and having the materials needed.

Test Taking: Adults can prepare the students for the need for **quiet** in the room during test taking.

## PLAY

When it comes to play, there is a difference between outside and inside play activities and the parameters for students to learn and follow. Adults can discuss that during outside play they can use a louder voice and during indoor play students can use a quiet voice.

**Puppets- acting out quiet and loud:** Students can use puppets to act out how they can use quiet voices inside and can use a louder voice outside when on the playground.

**Kinetic Sand- Kinetic Sand** is regular sand that instead of being coated in water is coated with Silicone Oil so it will not dry out. Students can play with Kinetic sand and talk about the way it feels, and how it sounds and how it is so quiet. |

**Bubbles:** Bubbles are often a fan favorite activity or toy for students of all ages. We blow bubbles at parties and even weddings. Adults can talk about how **quiet** bubbles are and adults whether they can hear any sounds at all when the bubbles pop?

**Sand and Water Tables-** In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g., to share toys, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Adults can talk about how sand and water are both quiet but when adding other toys to the sand and water tables, such as: pails and shovels or boats and other floating items can make louder sounds. Adults can talk about quiet and loud and they play with students at the sand and water tables.

**Dolls-** While playing with dolls, students can talk to the dolls using quiet and louder voices.

**Checking in at Recess-** At recess, adults can check in with students and ask if they are using quiet or loud voices when they are playing.

**Vehicles:** While playing with vehicles, students can make loud and quiet noises.

**Young adults** can discuss how some games are loud and some are quiet. Further, they can talk about whether they like their video games to be loud or quiet. (some people are sensitive to loud sounds).

## READING

**Here are some suggested books on YouTube and other resources that could assist in teaching the core word:**

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The Very Quiet Cricket (The Very Hungry Caterpillar & Other Stories) by Eric Carle, courtesy of illuminated films:

[https://www.youtube.com/watch?app=desktop&v=YdiGEjz5b0Q&ab\\_channel=IlluminatedFilms](https://www.youtube.com/watch?app=desktop&v=YdiGEjz5b0Q&ab_channel=IlluminatedFilms)

[QUIET WYATT! BOOK READ ALOUD FOR KIDS | BEDTIME STORY CHILDREN | READING by BILL MAYNARD](#) Courtesy of Ms. Sofie's Story Time Classroom

[Quiet and Loud | The Musical World of Mr. Zoink \(Sesame Studios\)](#)

[Quiet](#) By Tomie DePaola. Courtesy of amandpm storytime. In this super calm and quiet book for children read aloud, you find a sense of peace and tranquility.

Where to be Loud and Quiet by Amy Ruele, (Animated story with words), courtesy of Joshy's Storytime.:

[https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab\\_channel=Joshy%27sStorytime](https://www.youtube.com/watch?app=desktop&v=lkpw-9vB0xk&ab_channel=Joshy%27sStorytime)

[Goodnight Moon - Narrated by Susan Sarandon](#) Adults can talk about how the story is read with a quiet voice, because it's a bedtime story. Students can also ask to listen to the quiet old lady, whispering hush. Courtesy of Goodnight, Sweet Child.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

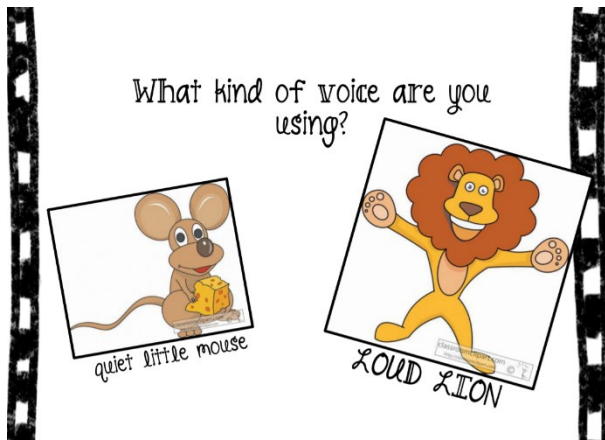
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between using a quiet and **loud** voice, and when they are appropriate. This is a beginner video that should be introduced to children before working on quiet and loud skills independently. By first understanding the difference between quiet and loud, children will be better equipped to begin practicing these skills in real-life settings.

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[Powerful \(free\) Visual from TPT, Donna Baker, to help students monitor loudness levels.](#)



**SENSORY MOTOR**

Playing Instruments: Adults can help the students form a band, where they all play instruments together, **loudly**.

Adults can lead a discussion of quiet sounds that are found OUTSIDE and INSIDE the house or school. Adults can use visuals during their discussion. Here are some examples:

While outside, listen for **quiet** sounds such as a leaf falling from a tree (as it floats to the ground). A butterfly moving from flower to flower is **quiet**. Wind chimes can make a **quiet**, musical sound when moved gently.

Playing inside can also be **quiet**. Coloring with crayons is a **quiet** activity. Baking cookies is a **quiet** activity. It is good to use a **quiet**, whisper voice when someone else is trying to nap. Doing an art activity with scissors and glue can be a **quiet** activity. Doing stretching or Yoga type of activities is another **quiet** activity.

## VIDEOS, MUSIC, ANIMATED SHORTS

[Twinkle Twinkle Little Star](#), (can be played in a low volume and is a very calming song for young children). Students can be instructed that this is a time to be quiet and calm. Courtesy of Super Simple Songs

[Quiet, Loud | My First Word Song | Let's Play Hide and Seek | Kids Songs | KizCastle](#) Courtesy of Juny Tony

[Quiet Loud Quiet Song | Songs for Children | Learn English Kids](#); Courtesy of Dream English Kids.

[Quiet Please Song for Kids](#), Courtesy of Mini Bilinguals

[Sesame Street: Quiet or Loud](#) Courtesy of Sesame Street

[Please Be Quiet \(Sing-along\)](#) Courtesy of Oxford University Press ELT

[Shout \(you know you make me wanna shout\) - Just Dance kids 2014 - wii](#) This video will demonstrate mostly loud sounds, but there's a part when the sound gets softer, (and adults can comment when it's quiet), too. Courtesy of LeonTheBestest

[Sesame Street: Celebrity Lullabies With Ricky Gervais](#) (talk about the singer and when he sings with a quiet voice and a loud voice). Is this a lullaby? Courtesy of Sesame Street



[Sesame Street: Andrea Bocelli's Lullaby To Elmo](#) (Will this song help Elmo get to sleep? Is the singer being quiet or being loud or a little of both?).

**Young Adults**

[Shout - Otis Day & The Knights \(Animal House 1978\)](#) Courtesy of roken.

[New Kids On The Block - The Whisper](#) Courtesy of New Kids on the Block

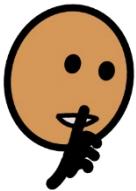
[Alicia Keys - Girl on Fire \(Official Video\)](#) Students can compare the parts of the song that are quiet and loud. Courtesy of Alicia Keys

[Queen - Bohemian Rhapsody \(1975 Video\)](#) Students can compare the parts of the song that are quiet and loud. Courtesy of Queen Forever

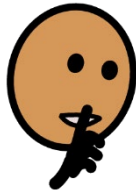
[Timbaland - Apologize ft. OneRepublic](#) Students can identify quieter and louder aspects of the song. Courtesy of Timbaland

**STRUCTURED ACTIVITIES**

Adults can use Predictable Chart Writing, (with paper, a white board or virtually on Google Slides) to ask students when they need to be quiet and when they don't.



I need be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____
I need to be <b>quiet</b> when _____



I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____
I <b>don't</b> need to be <b>quiet</b> when _____

Adults can read the sentences using **quiet** and loud voices and students can have the opportunity to repeat the words and sentences using their voices in a 'whispered' / **quiet** or loud volume or they can use their AAC systems with the volume turned up or down.

Adults can co-create a list of places where the students can be either loud or quiet.






Places I can be loud	Place I need to be quiet

**Read&Write for Google Chrome- Extension: Create a vocabulary chart: (Quiet)**

Adults can review the multiple definitions/meanings of **quiet** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **quiet**:

## Quiet

Word	Meaning	Symbol	Using Quiet in Sentences
Quiet	<p>Not having much noise; (She liked the quiet of the country) .</p> <p>Peaceful, not busy or noisy; (They lived in a quiet area of town) .</p> <p>If something is quiet it does not make much noise; (The teacher kept the class quiet) .</p> <p>If a person is described as quiet, they do not speak much; (She was a quiet child) .</p>	  	 <p>I was able to gather my thoughts as I sat in the <i>quiet</i> outdoors .</p>  <p>The weather was <i>quiet</i> after the big storm !</p>

How to create a vocabulary chart (like this) with Read&Write for Google Chrome, (free Extension for Educators (please refer to apps section for link):

1. Open Google doc in Drive
2. Title it for the Vocabulary Words you are focusing on.
3. Make a vertical list of vocabulary word(s) on a page
4. Use any one of the highlighter tools to highlight the word
5. Click on the tool that creates the vocabulary list, (three lines with dots)



6. Then wait for the Vocabulary List to be created
7. Then go under file and scroll down to page layout and pick landscape (which gives you the ability to widen the last column for purposes of inserting images and using it in a sentence/in context!)
8. You modify any definitions to meet your students needs
9. Rename the last column to using \_\_\_\_ in a sentence, (the default is Notes)

10. Put your cursor in the last column and then go to your toolbar to insert an



image. (the one on the right).

11. You can upload an image from a computer or google search.
12. If you do a Google Search you need to type the word in to see choices.
13. If you select an image from your computer, you can search your own picture(s) to insert it.
14. Double click on the image and insert it and resize it.
15. You can also center your picture or image.
16. Put your cursor at the end of your picture and hit enter to start a new line and type your sentence.
17. Voila, you've got your Vocabulary Chart.

## ART OR SCIENCE ACTIVITIES

**Art:** Take two paper bags or plastic containers, (to recycle) and use any of the item combinations to compare the sounds they make in the containers: (1) beans and cotton balls or (2) Water and marbles) and (3) Lots of marbles that fill up the whole container vs one or a few marbles. Adults can ask the students (which one is quiet and which is loud)?

### Mindfulness/Quieting the Mind

[Be the Pond | Cosmic Kids Zen Den - Mindfulness for kids](#) Courtesy of Cosmic Kids Yoga (This mindfulness video talks about just watching your feelings like fish swimming in a pond). Students can be the pond by just watching and being quiet).

### [Meditation Instructions for Kids](#) Courtesy of Lotus Child

[Sesame Street: Common and Colbie Caillat - "Belly Breathe" with Elmo](#) (talk about when Elmo is loud and when he is quiet) and how belly breathing can calm him down. Courtesy of Sesame Street

[Sesame Street: Learn to Belly Breathe with Rosita](#) Courtesy of Sesame Street. (We can quiet our thoughts).

[1 HOUR Amazing Relaxing Sounds: Water Bubble Sounds Meditate Sleep Relax](#) Courtesy of AmazingEarth

[Peace and Quiet By Mr. Rogers](#) Courtesy of Mr. Rogers

## USE OF APPS OR OTHER TECHNOLOGY

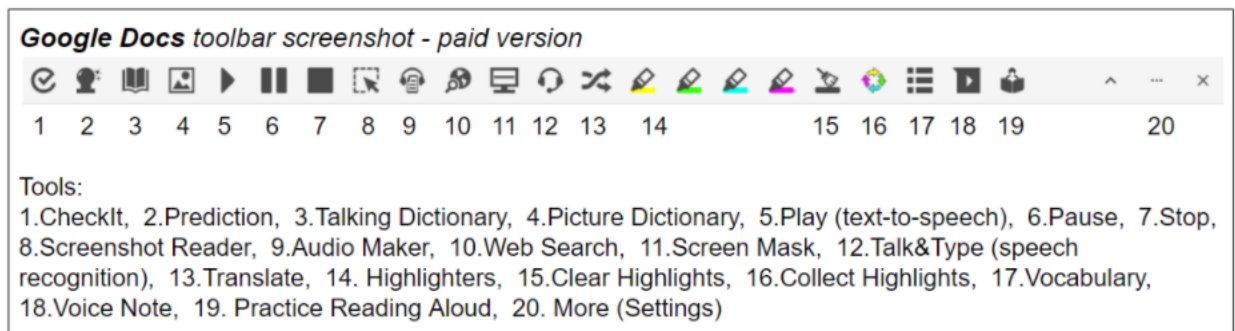
[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume. Students can experiment with using their voices and/or AAC systems to talk quietly and in a loud volume.

[Pictello app](#) This story creation app, with step-by-step guidance in 'wizard mode' can be a fun, easy, and interactive platform to include photographs or videos of things students find to be **loud** or quiet.

[Book Creator app](#) (Create, Read, and Publish) Tools for Schools Limited. Students can use Book Creator to create more traditional books or even comic books, photo books and more. Students can add video, music and even record their voices to create narratives of when they used **loud** and quiet voices.

### Read and Write Extension:

Here is a copy of the Tools in the Read & Write Toolbar. Along with each tool being numbered for identification is a list of what each tool does.



Please click this [link](#) to obtain a free educator license to use in your classroom/with your students.

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

**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 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 Mary Hamilton, Educator, Assistive Technology  
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Thank you!

## CORE WORD: Silly

### 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., It was so **silly** today when \_\_\_\_)

COMMENT: (e.g., that's **silly**)

GOSSIP: (e.g., Do you want to hear something **silly**?)

ANSWER A QUESTION: (e.g., I think it's **silly**)

ASK A QUESTION: (e.g., Do you think he's being too **silly**?)

### ROUTINES AND SCHEDULES

**Morning Meetings:** Ask someone to do something **silly**, like making a funny face or telling a joke.

**Circle:** Choose a **silly** story, song, or dance.

**Throughout the day:** Model the word **silly**. Use 'silly' as a comment or a descriptor in natural contexts.

## PLAY

**Role Play:** Use stuffed animals, puppets, or figurines, to act out some **silly** dialogues or actions. Encourage students to do or say things that make people laugh but are safe and kind.

**Board games:** Students make a **silly** face before taking a turn. (Adults can model/use the word on the system to comment.

## READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

Don't Be Silly, Mrs. Millies!: By Judy Cox, illustrated by Joe Mathieu | Storytime Train

[https://www.youtube.com/watch?v=9zcGcYRm9Y8&ab\\_channel=StorytimeTrain](https://www.youtube.com/watch?v=9zcGcYRm9Y8&ab_channel=StorytimeTrain)

Mr. Silly: By Roger Hargreaves | Books Read Aloud for Kids

[https://www.youtube.com/watch?v=EgXhW5YAJM8&ab\\_channel=BooksReadAloudForKids](https://www.youtube.com/watch?v=EgXhW5YAJM8&ab_channel=BooksReadAloudForKids)

Today I Feel Silly: By Jamie Lee Curtis, illustrated by Laura Cornell | Sunshine Read Aloud

[https://www.youtube.com/watch?v=VncLU6CQaEk&ab\\_channel=Sunshine](https://www.youtube.com/watch?v=VncLU6CQaEk&ab_channel=Sunshine)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can read jokes and/or make silly faces for students, and then make comments about them, and talk about how it's fun being **silly** sometimes.

Best Funny Jokes for Kids: By Funny Jokes

[https://www.youtube.com/watch?v=ygd19JQi9XQ&ab\\_channel=FunnyJokes](https://www.youtube.com/watch?v=ygd19JQi9XQ&ab_channel=FunnyJokes)

What does it mean 'to make a silly face'?: By English With Kris Amerikos

[https://www.youtube.com/watch?v=J4b5DpaQMUA&ab\\_channel=EnglishWithKrisAmerikos](https://www.youtube.com/watch?v=J4b5DpaQMUA&ab_channel=EnglishWithKrisAmerikos)

## SENSORY MOTOR



Students are asked to find 5 things in the classroom/at home that are **silly**. The adult(s) can take a picture of the items and the students can write about them later.

Adults can lead students to dance **silly**/make silly faces In a circle. Take a vote on whose dance is the most silly.

## VIDEOS, MUSIC, ANIMATED SHORTS

Make a Silly Face: by Bounce Patrol - Kids Songs

[https://www.youtube.com/watch?v=FfX03P6\\_Olc&ab\\_channel=BouncePatrol-KidsSongs](https://www.youtube.com/watch?v=FfX03P6_Olc&ab_channel=BouncePatrol-KidsSongs)

For the Birds: By Pixar

[https://www.youtube.com/watch?v=nYTrIcn4rjg&ab\\_channel=ClipsHay](https://www.youtube.com/watch?v=nYTrIcn4rjg&ab_channel=ClipsHay)

Funny Animal Videos: by Mad Funny

[https://www.youtube.com/watch?v=zNaol4dSonY&ab\\_channel=MadFunny](https://www.youtube.com/watch?v=zNaol4dSonY&ab_channel=MadFunny)

## STRUCTURED ACTIVITIES

Predictable Chart Writing about the word, **silly**.

I am silly when I _____.
--------------------------

It's silly when we _____
--------------------------

## ART OR SCIENCE ACTIVITIES

Students are asked to draw a **silly** face with markers, paint or a crayon or find a **silly** face in a magazine that they can cut out and glue on paper.

## USE OF APPS OR OTHER TECHNOLOGY

Muppet Moments | Silly Faces: By Disney Junior

[https://www.youtube.com/watch?v=kVtWhi5WZRY&ab\\_channel=DisneyJunior](https://www.youtube.com/watch?v=kVtWhi5WZRY&ab_channel=DisneyJunior)

Students can be asked to pick the funniest face and talk about whether it's silly.

**WORD WALL:** Create a WordWall and add 'silly' 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 Michaela Sullivan @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com) and Zhaoyu (Nico) Lu @ [lzynico@gmail.com](mailto:lzynico@gmail.com).

Thank you!