

## CORE WORD: **Early**

### 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., I am **early**)

ASK A QUESTION: (e.g., am I **early**?)

DESCRIBE: (e.g., too **early**)

NEGATE: (e.g., you are not **early**)

### **ROUTINES AND SCHEDULES**

Circle: Adults and students can use **early** to indicate who was early to school during the morning circle time routine.

Snack time: Adults can lead students in a discussion about foods and the difference between what type of foods you eat **early** in the day such as breakfast food (e.g., eggs, toast, yogurt, etc.).

## PLAY

Freeze Dance: Students can play freeze dance and when an adult or student pauses the music, students can point out if anyone stopped dancing too **early**.

Red Light/Green Light: While playing red light/green light students and adults can use **early** to indicate anyone who stopped running too **early**.

## READING

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

The Bravest Fish By Matt Buckingham, courtesy of WizKid Campus:

[https://www.youtube.com/watch?v=x9qCa0wntIY&ab\\_channel=WizKidCampus](https://www.youtube.com/watch?v=x9qCa0wntIY&ab_channel=WizKidCampus)

This book is about a bright, orange fish named Stanley. One day, Stanley and his school are supposed to move to cooler waters. When Stanley gets up, he can't find his school and goes on an adventure. Do we think that Stanley was **early** or late?

The Very Busy Spider by Eric Carle, courtesy of Animated Children's Books:

[https://www.youtube.com/watch?v=TfL0g-XRxnA&t=34s&ab\\_channel=AnimatedChildren%27sBooks](https://www.youtube.com/watch?v=TfL0g-XRxnA&t=34s&ab_channel=AnimatedChildren%27sBooks)

This book is about a spider that is very busy building her web. Different animals walk up **early**, since she hasn't completed her web, and ask her different questions.

Llama, Llama Wakey Wake by Anna Dewdney, courtesy of Toddler Book Club:

[https://www.youtube.com/watch?v=0Lb7llreikY&ab\\_channel=ToddlerBookClub](https://www.youtube.com/watch?v=0Lb7llreikY&ab_channel=ToddlerBookClub)

This book is about Llama Llama and how his mom wakes him up **early** in the morning to get ready for school.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

This video can be played to talk about the habit of waking up **early**, even if you are on summer vacation in order to keep a healthy routine, courtesy of ChuChu TV:

[https://www.youtube.com/watch?v=SVJDWdRxYsk&ab\\_channel=ChuChuTVBedtimeStories%26MoralStoriesforKids](https://www.youtube.com/watch?v=SVJDWdRxYsk&ab_channel=ChuChuTVBedtimeStories%26MoralStoriesforKids)

## **SENSORY MOTOR**

Adults and students can listen to this “**Early** in the Morning” song by Peder B. Helland. The song consists of different sounds that you might hear **early** in the morning. While they listen to the sounds, they can relax with the lights turned down low and participate in another sensory motor activity that is quiet, such as kinetic sand. Video courtesy of Soothing Relaxation:

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

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

Wake Wake Wake Up Now **Early** in the Morning by ChuChuTV, courtesy of ChuChuTV:

[https://www.youtube.com/watch?v=bVIJ1NpfPFc&ab\\_channel=ChuChuTVNurseryRhymes%26KidsSongs](https://www.youtube.com/watch?v=bVIJ1NpfPFc&ab_channel=ChuChuTVNurseryRhymes%26KidsSongs)

Good Morning Songs for Kids by the Singing Walrus, courtesy of The Singing Walrus - English Songs for Kids:

[https://www.youtube.com/watch?v=Cul\\_p7a9VGs&ab\\_channel=TheSingingWalrus-EnglishSongsForKids](https://www.youtube.com/watch?v=Cul_p7a9VGs&ab_channel=TheSingingWalrus-EnglishSongsForKids)

**Early** in the morning courtesy of EMD Ideas:

[https://www.youtube.com/watch?v=X4hZ9kHPwIk&ab\\_channel=EMDIdeas](https://www.youtube.com/watch?v=X4hZ9kHPwIk&ab_channel=EMDIdeas)

Young Adults:

**Early** Morning Rain by Bob Dylan, courtesy of mr tambourine:

[https://www.youtube.com/watch?v=mkyrJqML4U4&ab\\_channel=mrtambourine](https://www.youtube.com/watch?v=mkyrJqML4U4&ab_channel=mrtambourine)

**Early** in the Morning by the Gap Band, courtesy of TheGapBandVEVO:

[https://www.youtube.com/watch?v=aoblboK\\_z34&ab\\_channel=TheGapBandVEVO](https://www.youtube.com/watch?v=aoblboK_z34&ab_channel=TheGapBandVEVO)

**Early** Morning Rain by Gordon Lightfoot, courtesy of Gordon Lightfoot:

[https://www.youtube.com/watch?v=B34qwRrkSvQ&ab\\_channel=GordonLightfoot-Topic](https://www.youtube.com/watch?v=B34qwRrkSvQ&ab_channel=GordonLightfoot-Topic)

Lucky by Britney Spears, courtesy of Britney Spears:

[https://www.youtube.com/watch?v=4vvBAONkYwI&ab\\_channel=BritneySpearsVEVO](https://www.youtube.com/watch?v=4vvBAONkYwI&ab_channel=BritneySpearsVEVO)

## **STRUCTURED ACTIVITIES**

Adults can lead students in a discussion about what early means. Adults can use this video to guide the discussion:

What does early mean? Courtesy of 'What does that mean?'

<https://www.youtube.com/watch?v=rd0Em-E52II>

Adults can also create a visual schedule for the day and put a sticker of a sun or the icon for '**early**' next to all of the activities that take place early in the day (e.g., arrival at school, circle time, etc.).

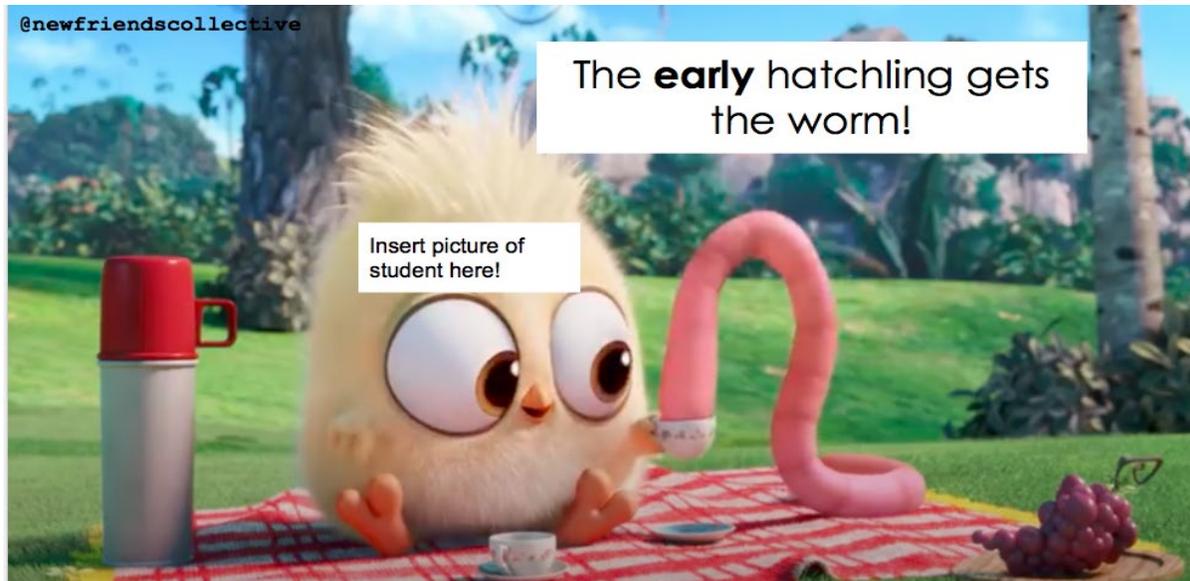
Adults and students can generate a list that includes all of the activities that happen **early** in the day (e.g., waking up, eating breakfast, brushing teeth, getting ready for school, etc.).

## **ART OR SCIENCE ACTIVITIES**

Students and Adults can first watch this clip titled “The **Early** Hatchling Gets the Worm”, an Angry Birds Special, courtesy of Angry Birds:

[https://www.youtube.com/watch?v=EcoYI-fk6S8&ab\\_channel=AngryBirds](https://www.youtube.com/watch?v=EcoYI-fk6S8&ab_channel=AngryBirds)

After watching the clip, students can create their own picture of the **early** bird getting the worm, craft courtesy of Alisa Lego @newfriendscolletive



Students and adults can learn how to draw a morning cartoon scene by watching this video called ‘How to Draw Morning’ courtesy of Drawing Cartoons - How to draw channels on YouTube.

<https://www.youtube.com/watch?v=0FtiC2tjQ7w>



## USE OF APPS OR OTHER TECHNOLOGY

*Solar Watch Sunrise Sunset:* This app can be used to track when the sunrise and sunset are going to happen. Adults and students can look at what time the sunrise is going to happen and talk about how that happens **early** in the morning.

<https://apps.apple.com/us/app/solarwatch-sunrise-sunset-time/id1191365122>

**WORD WALL:** Create a WordWall and add 'early' 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](mailto:blytle@mail.sfsu.edu)

Thank you!

## CORE WORD: **Late**

### 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., I am **late**)

ASK A QUESTION: (e.g., am I **late**?)

DESCRIBE: (e.g., too **late**)

NEGATE: (e.g., you are not **late**)

#### **ROUTINES AND SCHEDULES**

Circle: Adults and students can use **late** to indicate who was **late** to school during the morning circle time routine.

Snack time: Adults can lead students in a discussion about foods and the difference between what type of foods you eat **late** in the day such as dinner food (e.g., pasta, salad, chicken, fish etc.).

## PLAY

Freeze Dance: Students can play freeze dance and when an adult or student pauses the music, students can point out if anyone stopped dancing **late**.

Red Light/Green Light: While playing red light/green light students and adults can use **late** to indicate anyone who stopped running late.

## READING

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

Splat the Cat and the **Late** Library Book by Rob Scotton, courtesy of Dramatic StoryTime Theater:

[https://www.youtube.com/watch?v=C6gcl8RDzi4&ab\\_channel=DramaticStoryTimeTheater](https://www.youtube.com/watch?v=C6gcl8RDzi4&ab_channel=DramaticStoryTimeTheater)

This book is about a Cat named Splat. Splat cleans out his room to pick out items to donate. When he does this, he realizes that he has a library book that he checked out and forgot to return. Splat doesn't know what to do and doesn't have enough money to pay the fine for the library book!

Don't let the Pigeon Stay Up **Late** by Mo Willems, courtesy of Storytime Anytime:

[https://www.youtube.com/watch?v=2OCBssTGtSY&ab\\_channel=StorytimeAnytime](https://www.youtube.com/watch?v=2OCBssTGtSY&ab_channel=StorytimeAnytime)

This book is about Pigeon who wants to stay up late. You're told to not let Pigeon stay up late but Pigeon keeps on coming up with excuses and reasons as to why he shouldn't go to bed yet.

Froggy goes to School by Jonathon London, courtesy of WizKid Campus:

[https://www.youtube.com/watch?v=aWSAJ1ASvhl&ab\\_channel=WizKidCampus](https://www.youtube.com/watch?v=aWSAJ1ASvhl&ab_channel=WizKidCampus)

This book is about Froggy who needs to get ready in a hurry because he is **late** waking up to go to school!

Just go to Bed by Mercer Mayer, courtesy of OceanHouse Media:

[https://www.youtube.com/watch?v=Rf4Tg5ys9AI&ab\\_channel=OceanhouseMedia](https://www.youtube.com/watch?v=Rf4Tg5ys9AI&ab_channel=OceanhouseMedia)

This book is about Little Critter. Little Critter does not want to go to bed and tries to stay up **late**, way past his bedtime.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults and students can watch this video about a group of people who are running **late** to a movie, courtesy of English SingSing:

[https://www.youtube.com/watch?v=kOEsLO4ydK8&ab\\_channel=EnglishSingsing](https://www.youtube.com/watch?v=kOEsLO4ydK8&ab_channel=EnglishSingsing)

Halfway through the video, there is a prompt for role playing and practicing what to say and do if you notice your group is running late.

## **SENSORY MOTOR**

Adults and students can listen to this “Forest at Night” song. The song consists of different sounds that you might hear **late** in the evening. While they listen to the sounds, they can relax with the lights turned down low and participate in another sensory motor activity that is quiet, such as kinetic sand. Video courtesy of Hawaii ASMR Nature Relaxation:

[https://www.youtube.com/watch?v=3TNK916Pjto&ab\\_channel=HawaiiASMRNatureRelaxation](https://www.youtube.com/watch?v=3TNK916Pjto&ab_channel=HawaiiASMRNatureRelaxation)

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

Put on your shoes by Super Simple Songs, courtesy Super Simple Songs - kids songs (this song is about putting the clothes you need to go outside when you’re

running **late**: [https://www.youtube.com/watch?v=-jBfb33\\_KHU&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=-jBfb33_KHU&ab_channel=SuperSimpleSongs-KidsSongs)

Also, in Spanish, Ponte Tus Zapatos, courtesy of Super Simple Español:

[https://www.youtube.com/watch?v=xFWAmmwe2r4&ab\\_channel=SuperSimpleEspa%C3%B1ol-CancionesInfantilesYM%C3%A1s](https://www.youtube.com/watch?v=xFWAmmwe2r4&ab_channel=SuperSimpleEspa%C3%B1ol-CancionesInfantilesYM%C3%A1s)

Shake it off by Taylor Swift, courtesy of Taylor Swift VEVO:

[https://www.youtube.com/watch?v=nfWlot6h\\_JM&ab\\_channel=TaylorSwiftVEVO](https://www.youtube.com/watch?v=nfWlot6h_JM&ab_channel=TaylorSwiftVEVO)

Young adults:

Too little, too late by JoJo, courtesy of GodofVamps:

[https://www.youtube.com/watch?v=YaSs9z8e6YI&ab\\_channel=GodOfVamps](https://www.youtube.com/watch?v=YaSs9z8e6YI&ab_channel=GodOfVamps)

Apologize by Timbaland featuring OneRepublic, courtesy of Timbaland VEVO:

[https://www.youtube.com/watch?v=ZSM3w1v-](https://www.youtube.com/watch?v=ZSM3w1v-A_Y&ab_channel=TimbalandVEVO)

[A\\_Y&ab\\_channel=TimbalandVEVO](https://www.youtube.com/watch?v=ZSM3w1v-A_Y&ab_channel=TimbalandVEVO)

It's **Late** by Queen, courtesy of Queen Official:

[https://www.youtube.com/watch?v=0PltMuGp39Q&ab\\_channel=QueenOfficial](https://www.youtube.com/watch?v=0PltMuGp39Q&ab_channel=QueenOfficial)

Always **Late** by Rizzle Kicks, courtesy of RizzleKicks Vevo:

[https://www.youtube.com/watch?v=S\\_sNJ0ODQFU&ab\\_channel=RizzleKicksVEVO](https://www.youtube.com/watch?v=S_sNJ0ODQFU&ab_channel=RizzleKicksVEVO)

[Q](https://www.youtube.com/watch?v=S_sNJ0ODQFU&ab_channel=RizzleKicksVEVO)

## STRUCTURED ACTIVITIES

Adults can also create a visual schedule for the day and put a sticker of a moon or the icon for '**late**' next to all of the activities that take place early in the day (e.g., packing up a backpack, going home etc.).

Adults and students can generate a list that includes all of the activities that happen **late** in the day (e.g., eating dinner, getting ready for bed, bath time etc.).

## ART OR SCIENCE ACTIVITIES

Students can color in this coloring page of the white rabbit from Alice in Wonderland, courtesy of color pages for kids: <https://www.coloring-pages-kids.com/coloring-pages/disney-coloring-pages/alice-in-wonderland-coloring-pages/alice-in-wonderland-coloring-pages-images/alice-in-wonderland-coloring-page-04.php>



www.coloring-pages-kids.com

## USE OF APPS OR OTHER TECHNOLOGY

*Solar Watch Sunrise Sunset:* This app can be used to track when the sunrise and sunset are going to happen. Adults and students can look at what time the sunset is going to happen and talk about how that happens **late** in the evening.

<https://apps.apple.com/us/app/solarwatch-sunrise-sunset-time/id1191365122>

**WORD WALL:** Create a WordWall and add '**late**' 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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please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle  
[@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)  
Thank you!

## CORE WORD: **Agree**

**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., I **agree**)

NEGATE: (e.g., I do not **agree**)

ASK A QUESTION: (e.g., you **agree**?)

CLARIFY: (e.g., Why don't you **agree**?)

#### **ROUTINES AND SCHEDULES**

Circle: Adults and students can **agree** on the best song or story to start the day.

Snack time: Students and adults can talk about their favorite snacks and **agree** if they like the same foods as their friends.

#### **PLAY**

During play, students can **agree** on a game to play. Adults can present a few choices (e.g., balls, hoola-hoops, blocks) and students can indicate that they **agree** on playing the same game.

## READING

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

The Almost Terrible Playdate by Richard Torrey, courtesy of Reading is Awesome:  
[https://www.youtube.com/watch?v=w27QWubsHco&ab\\_channel=ReadingisAwesome](https://www.youtube.com/watch?v=w27QWubsHco&ab_channel=ReadingisAwesome)

This book is about two kids who do not agree on what to play. They start to play separately thinking they had the worst playdate ever. Eventually they find something that they can **agree** on and the playdate turns around.

Up the Creek by Nicholas Oldland, courtesy of Susan Horvat - Staff - Holly Grove ES:

[https://www.youtube.com/watch?v=J2OmusafU0&ab\\_channel=SusanHorvatStaff-HollyGroveES](https://www.youtube.com/watch?v=J2OmusafU0&ab_channel=SusanHorvatStaff-HollyGroveES)

This book is about three unlikely friends that start to canoe up a river. They disagree on a lot of different things and then slowly find themselves **agreeing** on certain things.

Yes Day! By Amy Krouse Rosenthal & Tom Lichtenheld, courtesy of StoryTime Bunnies:

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

This book is about a boy's favorite day of the year, Yes day! On yes day, his dad **agrees** with everything he wants to do that day. That's why this day is his favorite day!

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice stating a fact that they are passionate about (e.g., "I love pancakes") and students can indicate that they **agree** with their friend. This can also help students find out who has the same interests as them and lead to making more friends!

## SENSORY MOTOR

Students and Adults can use different sensory motor activities (e.g., sensory bottle, slime, shaving cream, swing, pressure vest, etc.) and talk about if they agree on liking the same things.

Students can practice making a thumbs up to indicate that they **agree**.

## VIDEOS, MUSIC, ANIMATED SHORTS

We're going on a lion hunt by The Kiboomers, courtesy of The Kiboomers - Kids Music Channel (they have to agree on how to go on the lion hunt):

[https://www.youtube.com/watch?v=03i5v1PS7P4&ab\\_channel=TheKiboomers-KidsMusicChannel](https://www.youtube.com/watch?v=03i5v1PS7P4&ab_channel=TheKiboomers-KidsMusicChannel)

Yes Yes Song by Super Supremes, courtesy of Super Supremes - Nursery Rhymes & Kids Songs:

[https://www.youtube.com/watch?v=pmrqzUYldxc&ab\\_channel=SuperSupremes-NurseryRhymes%26KidsSongs](https://www.youtube.com/watch?v=pmrqzUYldxc&ab_channel=SuperSupremes-NurseryRhymes%26KidsSongs)

Do you like broccoli ice cream by Super Simple Songs, courtesy of Super Simple Songs - kids songs:

[https://www.youtube.com/watch?v=frN3nvhlHUK&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=frN3nvhlHUK&ab_channel=SuperSimpleSongs-KidsSongs)

Young adults:

Let's Agree to Disagree from Galavant, courtesy of ABC:

[https://www.youtube.com/watch?v=9B9rjRzIWtU&ab\\_channel=ABC](https://www.youtube.com/watch?v=9B9rjRzIWtU&ab_channel=ABC)

Agree to Disagree by Sleeping with Sirens, courtesy of Sumerian Records:

[https://www.youtube.com/watch?v=iwZh5tc4lvg&ab\\_channel=SumerianRecords](https://www.youtube.com/watch?v=iwZh5tc4lvg&ab_channel=SumerianRecords)

## STRUCTURED ACTIVITIES

Adults can use this video to lead into the discussion of what it means to **agree**. Adults can explicitly teach students what it means to **agree** (e.g., 'When we **agree** it means that you feel the same way').

[Agree to Disagree Meaning | Idioms In English](#)

Adults can use this 'Agree Survey' so that students can practice using the word **agree**.

@newfriendscollective

## Agree 👍

Thumbs up if you agree!

Dancing is fun

Recess is the best time of the day!

Reading is hard

Pizza is the best food

Playing at the park is fun

Here's a blank template of the 'Agree Survey':

@newfriendscollective

## Agree 👍

Thumbs up if you agree!

Dancing is fun

Recess is the best time of the day!

Reading is hard

Pizza is the best food

Playing at the park is fun

## ART OR SCIENCE ACTIVITIES

Students can practice tracing and decorating a thumbs up emoji and with help from adults they can write what it means to **agree**. They can also write some phrases from the '**Agree** Survey.'



## USE OF APPS OR OTHER TECHNOLOGY

The app store can be looked at for agreeing. Students can look up their favorite apps and see if they **agree** or disagree with the ratings that are on the app.

**WORD WALL:** Create a WordWall and add '**agree**' 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](mailto:blytle@mail.sfsu.edu)  
Thank you!

## CORE WORD: **Disagree**

**For Educators, Related Service Providers and Parents**

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#### **WAYS WE CAN USE THE WORD**

SHARE INFORMATION: (e.g., I **disagree**)

NEGATE: (e.g., I **disagree**)

ASK A QUESTION: (e.g., you **disagree**?)

CLARIFY: (e.g., Why do you **disagree**?)

#### **ROUTINES AND SCHEDULES**

Circle: Adults and students can **disagree** on the best song or story to start the day.

Snack time: Students and adults can talk about their favorite snacks and **disagree** if they don't like the same foods as their friends.

#### **PLAY**

During play, students can **disagree** on a game to play. Adults can present a few choices (e.g., balls, hoola-hoops, blocks) and students can indicate that they **disagree** if playing that game does not sound fun.

## READING

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

My No No No Day by Rebecca Patterson, courtesy of Emma Grace:

[https://www.youtube.com/watch?v=x-Bpoj5fZr0&ab\\_channel=EmmaGrace](https://www.youtube.com/watch?v=x-Bpoj5fZr0&ab_channel=EmmaGrace)

This book is about a girl who has a no day. She **disagrees** with what everyone is saying to her and refuses to do it.

Up the Creek by Nicholas Oldland, courtesy of Susan Horvat - staff - hollygrove ES:

[https://www.youtube.com/watch?v=J2OmusafU0&ab\\_channel=SusanHorvatStaff-HollyGroveES](https://www.youtube.com/watch?v=J2OmusafU0&ab_channel=SusanHorvatStaff-HollyGroveES)

This book is about a group of friends that try to travel up a creek. They continue to **disagree** about many things while traveling up the creek and will eventually have to start to compromise.

Scarlett and Jackson: The **Disagreeing** Twins by Happy Lion Learning, courtesy of Happy Lion Learning:

[https://www.youtube.com/watch?v=QoulhTA9K2Q&ab\\_channel=HappyLionLearning](https://www.youtube.com/watch?v=QoulhTA9K2Q&ab_channel=HappyLionLearning)

This book is about twins that look similar. However, they **disagree** on what they each like and show how different they are.

We **Disagree** by Bethanie Deeney Murguia, courtesy of Jaewon Nicky Hyun:

[https://www.youtube.com/watch?v=svL0Rgf8flk&ab\\_channel=JaewonNickyHyun](https://www.youtube.com/watch?v=svL0Rgf8flk&ab_channel=JaewonNickyHyun)

This book is about a mouse and a squirrel. The two animals talk about different things that they like. It turns out, they **disagree** on what they like!

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can watch this video from Sesame Street that shows what we can do to resolve **disagreements** we might have with our friends or other people. Video courtesy of Sesame Street in Communities:  
[https://www.youtube.com/watch?v=tw\\_nQ4x19Eo&ab\\_channel=SesameStreetInCommunities](https://www.youtube.com/watch?v=tw_nQ4x19Eo&ab_channel=SesameStreetInCommunities)

## **SENSORY MOTOR**

Students can practice making a thumbs down to indicate that they **disagree**.

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

I like, I don't like courtesy of Joshy's Storytime:  
[https://www.youtube.com/watch?v=nE8ttvPACeg&ab\\_channel=Joshy%27sStorytime](https://www.youtube.com/watch?v=nE8ttvPACeg&ab_channel=Joshy%27sStorytime)

I don't wanna by Super Supremes, courtesy of Super Supremes - Nursery Rhymes & Kids songs:  
[https://www.youtube.com/watch?v=vuRZzoFRWZ0&ab\\_channel=SuperSupremes-NurseryRhymes%26KidsSongs](https://www.youtube.com/watch?v=vuRZzoFRWZ0&ab_channel=SuperSupremes-NurseryRhymes%26KidsSongs)

Young adults:

I Disagree by Poppy, courtesy of Poppy:  
[https://www.youtube.com/watch?v=6gmswmbosYo&ab\\_channel=Poppy](https://www.youtube.com/watch?v=6gmswmbosYo&ab_channel=Poppy)

We just Disagree by Dave Mason, courtesy of Riahsha:  
[https://www.youtube.com/watch?v=p8\\_FOQ7-P30&ab\\_channel=Riahsha](https://www.youtube.com/watch?v=p8_FOQ7-P30&ab_channel=Riahsha)

We just disagree by Billy Dean, courtesy of Billy Dean:  
[https://www.youtube.com/watch?v=bOwAQrvsIOI&ab\\_channel=BillyDean](https://www.youtube.com/watch?v=bOwAQrvsIOI&ab_channel=BillyDean)

## **STRUCTURED ACTIVITIES**

Adults and Students can watch this video from Kid President that talks about how to disagree with people. Kid President is Over it, courtesy of Soul Pancake:  
[https://www.youtube.com/watch?v=ghk-nDJB3Tk&ab\\_channel=SoulPancake](https://www.youtube.com/watch?v=ghk-nDJB3Tk&ab_channel=SoulPancake)

After watching this video, the class can talk about different topics that they might **disagree** on but now they will know how to nicely **disagree** with someone and make sure they are respectful.

## ART OR SCIENCE ACTIVITIES

Students can practice tracing and decorating a thumbs down emoji and with help from adults they can write what it means to **disagree**.



## USE OF APPS OR OTHER TECHNOLOGY

The app store can be looked at for disagreeing. Students can look up their favorite apps and see if they agree or **disagree** with the ratings that are on the app.

**WORD WALL:** Create a WordWall and add '**disagree**' 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](mailto:blytle@mail.sfsu.edu)

Thank you!