

## CORE WORD: **Hide**

### 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**

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

ASK A QUESTION: (e.g., did you **hide** it)

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

SHARE INFORMATION: (e.g., I like **hide** and go seek)

### **ROUTINES AND SCHEDULES**

**Circle:** Adults can **hide** a stuffed animal and have the students work together to find it during morning circle.

## PLAY

**Hide and go seek:** Adults and students can play **hide** and go seek together and talk about what it means to **hide** during the game.

**I Spy:** An I Spy sheet can be used to talk about how certain items are **hidden** throughout the sheets and we are trying to find them using the hints that we are given.

## READING

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

How to **hide** a lion by Helen Stephens, courtesy of Little Cozy Nook:

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

This book is about a lion and a girl named Iris. The lion needed somewhere to **hide** and Iris helped find a good place to **hide** the lion.

**Hide** and Seek by Deborah Schecter, courtesy of Miss Suzy Academy:

[https://www.youtube.com/watch?v=d\\_o1M7pApul&ab\\_channel=MissSuzyAcademy](https://www.youtube.com/watch?v=d_o1M7pApul&ab_channel=MissSuzyAcademy)

This book is a **hide** and seek read aloud book. It shows different areas where people can **hide**.

Five Little Monkeys play **hide** and seek by Eileen Christelow, courtesy of StoryTime Train:

[https://www.youtube.com/watch?v=Zc8y6Lfn39c&ab\\_channel=StorytimeTrain](https://www.youtube.com/watch?v=Zc8y6Lfn39c&ab_channel=StorytimeTrain)

The five little monkeys' parents go out for some dancing. Their babysitter Lulu comes over and the little monkeys suggest playing **hide** and seek. Will Lulu be able to find them before it's bedtime?

Tales from Acorn Woods, **Hide** and seek with pig by Julia Donaldson and Axel Scheffler, courtesy of World Book Day:

[https://www.youtube.com/watch?v=108tpZtQQe0&ab\\_channel=WorldBookDay](https://www.youtube.com/watch?v=108tpZtQQe0&ab_channel=WorldBookDay)

Pig and Hen decide it's time to play **hide** and seek. Pig goes to try to find hen and enlists the help of some of his other friends along the way.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can work together to **hide** treasure and then lead their classmates on a treasure hunt. Students can also play peek-a-boo with each other which involves **hiding** behind their hands.

## **SENSORY MOTOR**

Using a sensory bin of their choice, adults and students can take turns **hiding** different items in the sensory bin and seeing if the other person can look and find the **hidden** items.

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

**Hide** and Seek featuring Noodle and friends, courtesy of Super Simple Songs - kids songs:

[https://www.youtube.com/watch?v=Tt\\_S9qoupAk&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=Tt_S9qoupAk&ab_channel=SuperSimpleSongs-KidsSongs)

**Hide** n' Seek by Pinkfong, courtesy of Pinkfong! Kids Songs & Stories:

[https://www.youtube.com/watch?v=uX5t5tdJsZQ&ab\\_channel=Pinkfong%21Kids%27Songs%26Stories](https://www.youtube.com/watch?v=uX5t5tdJsZQ&ab_channel=Pinkfong%21Kids%27Songs%26Stories)

Young Adults:

**Hide** by Juice WRLD and Seezyn, courtesy of RapCity:

[https://www.youtube.com/watch?v=qAmCtvPCCE0&ab\\_channel=RapCity](https://www.youtube.com/watch?v=qAmCtvPCCE0&ab_channel=RapCity)

**Hide** away by Daya, courtesy of Daya VEVO:

[https://www.youtube.com/watch?v=RwHQfn0s94M&ab\\_channel=DayaVEVO](https://www.youtube.com/watch?v=RwHQfn0s94M&ab_channel=DayaVEVO)

Cardigan by Taylor Swift, courtesy of Taylor Swift:

[https://www.youtube.com/watch?v=K-a8s8OLBSE&ab\\_channel=TaylorSwiftVEVO](https://www.youtube.com/watch?v=K-a8s8OLBSE&ab_channel=TaylorSwiftVEVO)

## STRUCTURED ACTIVITIES

Adults and students can watch this video of shark family **hiding**. The fox has to go and find all of the members of the fox family and students can help the fox do that, courtesy of Pinkfong, Kids Songs & Stories:

[https://www.youtube.com/watch?v=Tb7GG25Y91Y&ab\\_channel=Pinkfong%21Kids%27Songs%26Stories](https://www.youtube.com/watch?v=Tb7GG25Y91Y&ab_channel=Pinkfong%21Kids%27Songs%26Stories)

## ART OR SCIENCE ACTIVITIES

Using construction paper, stickers, and scissors students can create their own I Spy inspired craft and **hide** stickers behind flaps of paper. Students can take turns finding each other's hidden gems!

## USE OF APPS OR OTHER TECHNOLOGY

**Hide and Seek: Cat Escape!**: Users can use this game to try to run and beat a cat. However, if the cat sees them, then they lose. They can use objects in the area to **hide** behind so the cat doesn't find them.

Google Play Store:

[https://play.google.com/store/apps/details?id=com.joypac.nigeneko.gp&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.joypac.nigeneko.gp&hl=en_US&gl=US)

Apple App Store: <https://apps.apple.com/us/app/hide-and-seek-cat-escape/id1544214459>

**WORD WALL:** Create a WordWall and add '**hide**' 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: **Find**

### 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 will **find** it)

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

NEGATE: (e.g., did not **find** it)

DIRECT ACTION: (e.g., you **find** it)

### **ROUTINES AND SCHEDULES**

**Circle:** During circle time adults can direct students to **find** their spot on the carpet.

**Snack time:** During snack time adults can tell students to **find** a seat at the table.

### **PLAY**

Scavenger Hunt: Adults can direct students on a scavenger hunt and give them a list of objects to **find** (e.g., '**find** the soccer ball, **find** the playground, **find** a pencil').

Hide and Go Seek: Adults and students can play hide and go seek and practice saying **find** when they are looking for specific friends (e.g., 'time to **find** Jessica').

## READING

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

How to **find** a Unicorn by Sue Fuess, courtesy of Kidtime Storytime:

[https://www.youtube.com/watch?v=07vQBEPi-Ec&ab\\_channel=KidTimeStoryTime](https://www.youtube.com/watch?v=07vQBEPi-Ec&ab_channel=KidTimeStoryTime)

This book is all about how to **find** a unicorn and the different steps to take.

The Day I met my shadow by Melissa LeBrun, courtesy of TheStoryTimeFamily:

[https://www.youtube.com/watch?v=8L52xSUtJNg&ab\\_channel=TheStoryTimeFamily](https://www.youtube.com/watch?v=8L52xSUtJNg&ab_channel=TheStoryTimeFamily)

A boy goes to play outside and he **finds** a strange, dark spot who does everything he does and grows bigger every time he backs up. He can't get rid of it no matter what he does unless the sun hides behind the clouds. Is this spot a person?

Where are you? By Sarah Williamson courtesy of TheStoryTimeFamily:

[https://www.youtube.com/watch?v=34UihBwASD8&ab\\_channel=TheStoryTimeFamily](https://www.youtube.com/watch?v=34UihBwASD8&ab_channel=TheStoryTimeFamily)

This a fun search and **find** book that follows an animal looking for someone else!

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can hide different objects around the classroom or playground. Students can work together to **find** the different objects. This will help prepare students for being able to help others when they lose something and might need the help of their family or friends to find their lost object.

## SENSORY MOTOR

Adults and students can practice pointing to an object or person while saying or selecting **'find'** on their speech-generating device. Adults can model this during hide and go seek or the classroom scavenger hunt.

Students can also explore a sensory bin and **find** objects in that, adults can direct students to **find** specific objects such as a cup.

## VIDEOS, MUSIC, ANIMATED SHORTS

We know the way from Moana, courtesy of DisneyMusicVEVO:

[https://www.youtube.com/watch?v=ubZrAmRxy\\_M&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=ubZrAmRxy_M&ab_channel=DisneyMusicVEVO)

**Find** the music in you from My Little Pony, courtesy of SugarCube Corner:

[https://www.youtube.com/watch?v=WXw6T-NlStc&ab\\_channel=SugarcubeCorner](https://www.youtube.com/watch?v=WXw6T-NlStc&ab_channel=SugarcubeCorner)

Young adults:

Cheerleader by OMI, courtesy of Ultra Music:

[https://www.youtube.com/watch?v=jGfIUbPQfW8&ab\\_channel=UltraMusic](https://www.youtube.com/watch?v=jGfIUbPQfW8&ab_channel=UltraMusic)

**Find** me by Marshmello, courtesy of Marshmello:

[https://www.youtube.com/watch?v=ymq1WdGUcw8&ab\\_channel=Marshmello](https://www.youtube.com/watch?v=ymq1WdGUcw8&ab_channel=Marshmello)

Gotta **find** where I belong from Zombies 2, courtesy of DisneyMusicVEVO:

[https://www.youtube.com/watch?v=I1kXl8NzWvg&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=I1kXl8NzWvg&ab_channel=DisneyMusicVEVO)

Count on me by Bruno Mars, courtesy of DopeLyrics:

[https://www.youtube.com/watch?v=Msl2fl3h59I&ab\\_channel=DopeLyrics](https://www.youtube.com/watch?v=Msl2fl3h59I&ab_channel=DopeLyrics)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what **'find'** means (e.g., **'find** means to locate').

Adults can use the following video to further teach what the word **find** means. This video goes into detail about the origin, the part of speech and example sentences using **find**, video is courtesy of Super Video Dictionary.

<https://www.youtube.com/watch?v=mXx-qOuGMQc>

Adults can set up a treasure hunt in the classroom or in the sandbox outside and students can practice **finding** treasure!

## ART OR SCIENCE ACTIVITIES

Using an empty toilet paper or paper towel roll and a cup with a hole cut out of the bottom students can create a telescope and use this to **find** treasure.

Here's an example of a spyglass below, image courtesy of Busy Bee Kids Crafts.com.



Here's a link to more instructions on how to make a spyglass:

<http://www.busybeekidscrafts.com/Spyglass-Telescope.html>

## USE OF APPS OR OTHER TECHNOLOGY

**Find out - hidden objects:** Users can use this app to **find** different objects that are hidden throughout a picture. Similar to I spy.

Apple App store: <https://apps.apple.com/us/app/find-out-hidden-objects/id1488572081>

Google Play store:

[https://play.google.com/store/apps/details?id=com.find.out.hidden.objects&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.find.out.hidden.objects&hl=en_US&gl=US)

**WORD WALL:** Create a WordWall and add **'find'** 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: **Full**

### 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**

DESCRIBE: (e.g., this is **full**)

ASK FOR HELP: (e.g., help, this is **full**)

ASK A QUESTION: (e.g., is it **full**?)

DIRECT ACTION: (e.g., carry this, it is **full**)

SHARE INFORMATION: (e.g., I am **full**)

### **ROUTINES AND SCHEDULES**

**Arrival:** Students can ask for help hanging up their backpack if it is **full** (e.g., 'help me it's **full**').

**Snack:** During snack time, adults and students can indicate that they are **full** after they have eaten all their food.

## PLAY

During imaginative play, students can role play using stuffed animals or puppets who are eating and can practice saying "I am **full**." During clean up after play, students can indicate that a specific bin is **full**.

## READING

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

How **full** is your bucket? By Tom Reth and Mary Reckmeyer, courtesy of WillowCaynonWildcats: [https://www.youtube.com/watch?v=A5R6-2m\\_qHk&ab\\_channel=WillowCaynonWildcats](https://www.youtube.com/watch?v=A5R6-2m_qHk&ab_channel=WillowCaynonWildcats)

This book is about a boy who has a fight with his sister. When he goes to school, he has an empty mental bucket and needs to find ways throughout the day to fill up his bucket until it is **full**.

Strega Nona by Tomie dePaola, read by Mary Steenburgen, courtesy of StoreylineOnline: [https://www.youtube.com/watch?v=PGVXwMX0e5w&ab\\_channel=StorylineOnline](https://www.youtube.com/watch?v=PGVXwMX0e5w&ab_channel=StorylineOnline)

This book is about Strega Nona, a grandma witch that has magical powers. She asks someone to help her out and tells them not to touch her special pasta pot. Her assistant peeks in the window and sees Strega Nona cast a magical spell that fills her pasta pot **full** of pasta. When she goes out of town, her assistant decides to use her pot without her permission and something goes wrong...

Little Excavator by Anna Dewdney, courtesy of Brightly Storytime: [https://www.youtube.com/watch?v=fL5Rcw4vjCQ&ab\\_channel=BrightlyStorytime](https://www.youtube.com/watch?v=fL5Rcw4vjCQ&ab_channel=BrightlyStorytime)

This book is about a little excavator who works on a construction site. The other big trucks continue to fill up different trucks and areas until everything is **full**. When they have to put a baby tree on a small island, they find that no big truck can fit, then comes a little excavator to the rescue!

## SOCIAL INTERACTIONS AND VIDEO MODELING

Elmo and Zoe from Sesame street video model what it means for something to be **full** or empty, courtesy of Sesame Street:

[https://www.youtube.com/watch?v=-90A573cx3w&ab\\_channel=SesameStreet](https://www.youtube.com/watch?v=-90A573cx3w&ab_channel=SesameStreet)

## SENSORY MOTOR

Adults and students can create a sensory bottle. They can talk about what they are putting in the bottle to make it **full** and colorful and fun to play with.

## VIDEOS, MUSIC, ANIMATED SHORTS

When will my life begin from Tangled (we can talk about how her walls are **full** of paintings), courtesy of DisneyMusic VEVO:

[https://www.youtube.com/watch?v=kRXmAIHYQR4&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=kRXmAIHYQR4&ab_channel=DisneyMusicVEVO)

Part of your world from the Little Mermaid (we can talk about how Ariel's cave is **full** of so many treasures), courtesy of DisneyMusicVEVO:

[https://www.youtube.com/watch?v=SXKIJuO07eM&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=SXKIJuO07eM&ab_channel=DisneyMusicVEVO)

Young adults:

Heart is **full** by Miike Snow, courtesy of Miike Snow:

[https://www.youtube.com/watch?v=EWJHK0JT\\_Xc&ab\\_channel=MiikeSnow](https://www.youtube.com/watch?v=EWJHK0JT_Xc&ab_channel=MiikeSnow)

Heart is **full** by Jon Bellion, courtesy of Liquid Sounds:

[https://www.youtube.com/watch?v=b3yZfeQpfYc&ab\\_channel=LiquidSounds](https://www.youtube.com/watch?v=b3yZfeQpfYc&ab_channel=LiquidSounds)

A head **full** of dreams by Coldplay, courtesy of Coldplay:

[https://www.youtube.com/watch?v=vGZMvV9KBp8&ab\\_channel=Coldplay](https://www.youtube.com/watch?v=vGZMvV9KBp8&ab_channel=Coldplay)

A Sky **full** of stars by Coldplay, courtesy of Coldplay:

[https://www.youtube.com/watch?v=VPRjCe0Bqrl&ab\\_channel=Coldplay](https://www.youtube.com/watch?v=VPRjCe0Bqrl&ab_channel=Coldplay)

Sack **full** of dreams by Donny Hathaway, courtesy of Donny Hathaway:

[https://www.youtube.com/watch?v=tEXq5JHI9Ww&ab\\_channel=DonnyHathaway-Topic](https://www.youtube.com/watch?v=tEXq5JHI9Ww&ab_channel=DonnyHathaway-Topic)

Bag **full** of dreams by Lotte Walda, courtesy of alexrainbirdMusic:

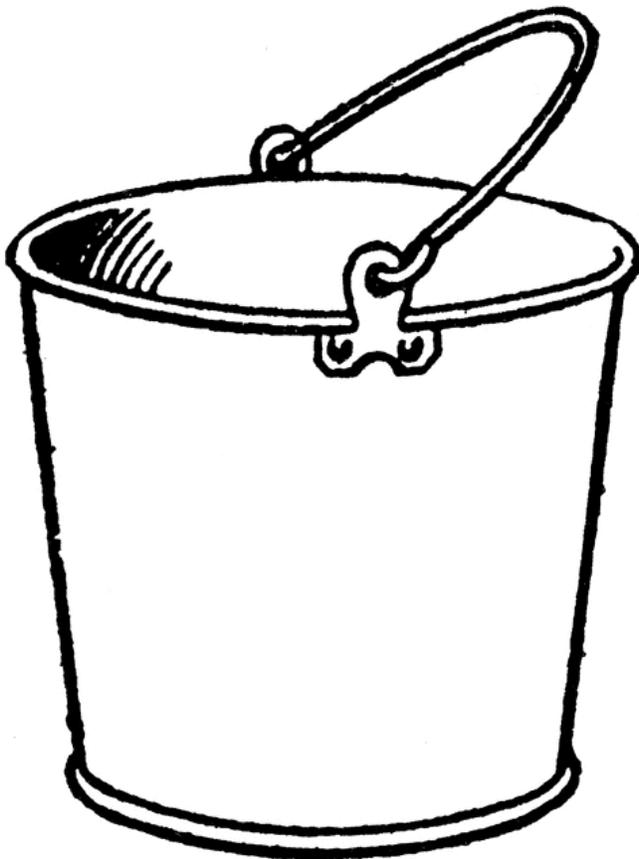
[https://www.youtube.com/watch?v=tz4ELHsEWkw&ab\\_channel=alexrainbirdMusic](https://www.youtube.com/watch?v=tz4ELHsEWkw&ab_channel=alexrainbirdMusic)

## STRUCTURED ACTIVITIES

Adults and students can watch these two videos explaining **full** and empty, courtesy of Sesame Studios: [https://www.youtube.com/watch?v=V7Ds6-rnvi0&ab\\_channel=SesameStudios](https://www.youtube.com/watch?v=V7Ds6-rnvi0&ab_channel=SesameStudios)

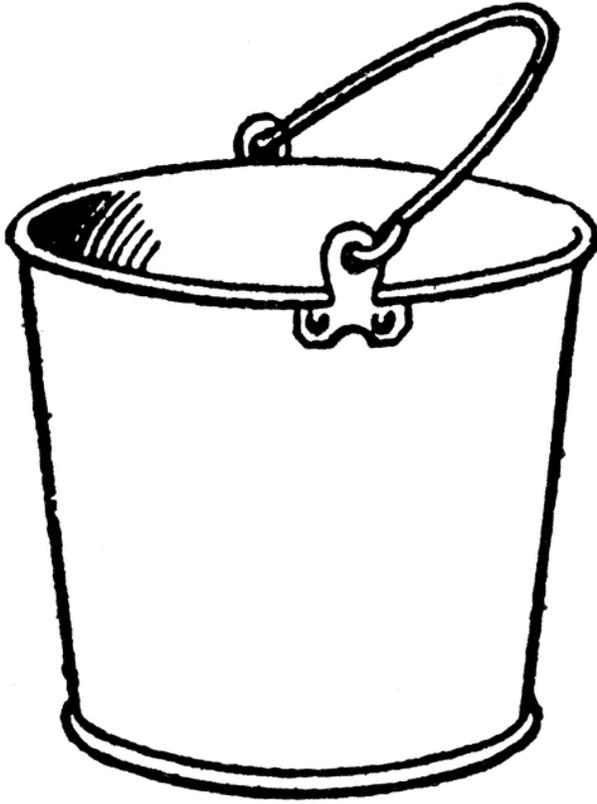
Courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: [https://www.youtube.com/watch?v=TJKwtpm6MaY&ab\\_channel=BabyFirstLearnColors%2CABCs%2CRhymes%26More](https://www.youtube.com/watch?v=TJKwtpm6MaY&ab_channel=BabyFirstLearnColors%2CABCs%2CRhymes%26More)

After watching the videos, adults can give students these pictures of empty buckets and students can talk with each other about what they would put in their buckets to make them **full**. \*courtesy of clipart library



## ART OR SCIENCE ACTIVITIES

Building upon the last activity, students can fill in this bucket in order to make it **full**. Students can use stickers, colored pencils, or markers to do so.



What makes your heart **full**?

Adults and students can use the following template to list what makes their heart **full**. Students can list the items with support from adults or use pictures or stickers to get the message across!



## USE OF APPS OR OTHER TECHNOLOGY

*Happy Glass*: Users can use this app to draw lines to fill up a glass of water until it's **full**

Apple App Store: <https://apps.apple.com/us/app/happy-glass/id1425793208>

Google Play Store:

[https://play.google.com/store/apps/details?id=com.game5mobile.lineandwater&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.game5mobile.lineandwater&hl=en_US&gl=US)

**WORD WALL:** Create a WordWall and add '**full**' 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: **Empty**

### 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**

DIRECT ACTION: (e.g., **empty** this out)

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

SHARE INFORMATION: (e.g., this is **empty**)

DESCRIBE: (e.g., it's **empty** now)

ASK A QUESTION: (e.g., is it **empty**?)

### **ROUTINES AND SCHEDULES**

**Circle:** Adults can pass around a box of puppets, stuffed animals, or any other prop for the morning circle and whoever picks out the last item can indicate that the box is **empty**.

**Snack time:** During snack, student students can indicate that their snack is all gone by saying **empty**. Additionally, once students finish their snack, they can indicate that it is '**empty**.'

## PLAY

Students can try to throw balls into an **empty** trashcan or an **empty** box. Once the box is full, they can dump out all of the balls and indicate that it is **empty** again.

## READING

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

The **empty** pot by Demi, read by Rami Maley, courtesy of Storytime Online:  
[https://www.youtube.com/watch?v=a9K-sAKdk2Y&ab\\_channel=StorylineOnline](https://www.youtube.com/watch?v=a9K-sAKdk2Y&ab_channel=StorylineOnline)

This book is about an Emperor and how he wants to find a successor to his throne. A boy named Ping tries to grow a seed and only find an **empty** pot, what will the Emperor think?

How Full is Your Bucket by Tom Rath and Mary Rethmeyer, courtesy of WillowCaynonWildcats: [https://www.youtube.com/watch?v=A5R6-2m\\_qHk&ab\\_channel=WillowCaynonWildcats](https://www.youtube.com/watch?v=A5R6-2m_qHk&ab_channel=WillowCaynonWildcats)

This book is about a boy who has a fight with his sister at home. When he goes to school, his mental “bucket” is **empty**. As he goes throughout his day, he must find ways to fill his bucket back up.

If you give a mouse a cookie by Laura Joffe Numeroff, courtesy of The Teacher’s Library:  
[https://www.youtube.com/watch?v=QCDPkGjMBro&t=44s&ab\\_channel=TheTeacher%27sLibrary](https://www.youtube.com/watch?v=QCDPkGjMBro&t=44s&ab_channel=TheTeacher%27sLibrary)

This book is about a mouse and how his requests continue to snowball if you simply offer him a cookie. He continues to **empty** things throughout the book, like a glass of milk.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can take students on a virtual field trip of **empty** Disney World, video courtesy of resortTV1. Adults and students can talk about what would be expected of each other socially if the park is **empty** versus when it is full.

<https://www.youtube.com/watch?v=WZXJjusThl8>

## SENSORY MOTOR

Adults can provide students with some empty containers to hold (e.g., bottles, bowls, bins). Students can also practice dumping the contents of any of those containers to further understand what **empty** means.

## VIDEOS, MUSIC, ANIMATED SHORTS

Full and Empty - Lili & Torto's Opposite show, courtesy of Sesame Studios.

<https://www.youtube.com/watch?v=V7Ds6-rnvi0>

Dump Truck video for children that emphasizes what '**empty**' looks like (for all the future construction workers out there), courtesy of twentytrucks.

<https://www.youtube.com/watch?v=omCDE64AveU>

Adults and students can watch this timelapse of artist Marcello Barenghi drawing an empty bottle, video courtesy of Marcello Barenghi.

<https://www.youtube.com/watch?v=3fCJfUw78LU>

Young adults:

**Empty** by Olivia O'Brien, courtesy of Olivia O'Brien VEVO:

[https://www.youtube.com/watch?v=4Mu-GhLFyTs&ab\\_channel=OliviaOBrienVEVO](https://www.youtube.com/watch?v=4Mu-GhLFyTs&ab_channel=OliviaOBrienVEVO)

**Empty** by Juice WRLD, courtesy of Polar Records:

[https://www.youtube.com/watch?v=dJxQdPwM\\_7I&ab\\_channel=PolarRecords](https://www.youtube.com/watch?v=dJxQdPwM_7I&ab_channel=PolarRecords)

**Empty** by Ray LaMontagne, courtesy of Ray LaMontagne:

[https://www.youtube.com/watch?v=0K8ut4H1UPY&ab\\_channel=RayLaMontagne-Topic](https://www.youtube.com/watch?v=0K8ut4H1UPY&ab_channel=RayLaMontagne-Topic)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**empty**' means (e.g., 'something is **empty** when it is all gone'). Adults can use this video to help support teaching

of the word **empty**, courtesy of Sesame Studios:

[https://www.youtube.com/watch?v=Ez7q6\\_RrMxU&ab\\_channel=SesameStudios](https://www.youtube.com/watch?v=Ez7q6_RrMxU&ab_channel=SesameStudios)

## ART OR SCIENCE ACTIVITIES



Students can create an 'Empty = all gone' art project to help them understand what **empty** means, they can teach it to a friend after for more practice with the new word.

Here is a video that goes over how to draw a cube called 'How to Draw a Cube Step by Step', courtesy of Cutest Drawings.

<https://www.youtube.com/watch?v=QwgWhYr8hfA>

Here's a video that goes over how to draw a cylinder, 'How to Draw a Cylinder' courtesy of Facticdraw.

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

## USE OF APPS OR OTHER TECHNOLOGY

**Empty**: Users can use this app to make a room completely **empty**.

Apple App Store: <https://apps.apple.com/us/app/empty/id1191062782>

Google play store:

[https://play.google.com/store/apps/details?id=com.dustyroom.Empty&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.dustyroom.Empty&hl=en_US&gl=US)

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