

CORE WORD: **Few**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., do you need a **few** minutes?)

SHARE INFORMATION: (e.g., I want a **few**)

NEGATE: (e.g., that is not a **few**)

ASK FOR HELP: (e.g., can you help me for a **few** minutes)

ROUTINES AND SCHEDULES

Circle: Adults and students can use the core word, **few** during circle time to indicate that they need a **few** more minutes until they are ready to participate.

Snack time: Adults and students can use **few** during snack time to share with friends or to let others know how much more food they would like (e.g., "here's a **few** crackers", "I want a **few** more").

Recess: Students can do a **few** jumping jacks or run a **few** laps around the playground or direct others to do the same (e.g., “do a **few** jumping jacks”).

PLAY

During play, adults can give students a **few** choices of games and activities to play with (e.g., here are a **few** choices). If students want other choices they can ask “can I have a **few** more options?”.

READING

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

Little Pea by Amy Krouse Rosenthal and Jen Corace, courtesy of Story Time at Awnie’s House:

https://www.youtube.com/watch?v=F4YTcr7k_jc&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a little pea who is growing up with his mama and papa pea. They like to have a lot of fun but there is one thing little pea really does not like. Candy. He has to eat a **few** pieces of candy every night for dinner and he hates it.

Tiny T-Rex and the Impossible Hug by Jonathon Stutzman, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=iDQiEjug-G8&ab_channel=ToadstoolsandFairyDust

This book is about a tiny T-Rex and his friend Pointy. Pointy is very sad one day and tiny T-Rex wants to help cheer up his friend. Tiny T-Rex goes about his community looking for a **few** things that he can do to help make his friend happier.

A Bad Case of the Stripes by David Shannon, courtesy of StoryTime at Awnie’s House:

https://www.youtube.com/watch?v=QqnChSV2mdM&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a girl who is trying on a **few** outfits for her first day of school and breaks out with a bad case of the stripes. Her stripes change a **few** times. Her doctors try to find a **few** solutions for her but they just can't figure it out. What is one to do with a bad case of the stripes?

The Little Red Hen makes a Pizza by Philemon Sturges and Amy Walrod, courtesy of Dramatic StoryTime Theater:

https://www.youtube.com/watch?v=7so7q3UH1e8&t=150s&ab_channel=DramaticStoryTimeTheater

This book is about little red hen. She is making a pizza and realizes she forgot a **few** ingredients. She asks her different friends to go to the store to get the ingredients but no one will help her. What will little red hen do?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use '**few**' to let their friends know they need to take a break for a **few** minutes before participating in a given activity (e.g., "can you give me a **few** minutes?").

Students can also use **few** when they are sharing with their friends (e.g., "here's a **few**").

SENSORY MOTOR

Students can hold a **few** objects in their hands, such as 2 or 3 marbles, in order to pair a sensory motor component to the meaning of this word. Adults and students can hold up one or two fingers to represent a **few**.

VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Ducks by Super Simple Songs, courtesy of Super Simple Songs:

https://www.youtube.com/watch?v=pZw9veQ76fo&ab_channel=SuperSimpleSongs-KidsSongs

Spread a little Sunshine by Jack Hartmann, courtesy of Jack Hartmann:
https://www.youtube.com/watch?v=E0lvFmXwxec&ab_channel=JackHartmannKidsMusicChannel

10 Little Dinosaurs by Super Simple Songs, courtesy of Super Simple Songs:
https://www.youtube.com/watch?v=TjmGTbNLj6Q&ab_channel=SuperSimpleSongs-KidsSongs

Vegetable Song by The Singing Walrus, courtesy of the Singing Walrus:
https://www.youtube.com/watch?v=RE5tvaveVak&ab_channel=TheSingingWalrus-EnglishSongsForKids

My Favorite Things from the Sound of Music, courtesy of Rodgers and Hammerstein:
https://www.youtube.com/watch?v=0lagRZBvLtw&ab_channel=Rodgers%26Hammerstein

YOUNG ADULTS:

After a few by Travis Denning, courtesy of Travis Denning:
https://www.youtube.com/watch?v=ReJsy1nnCS4&ab_channel=TravisDenningVEVO

A Few Ole Country Boys by George Jones featuring Randy Travis, courtesy of George Jones: https://www.youtube.com/watch?v=BHd7ZiL2-XE&ab_channel=GeorgeJones

A Few Questions by Clay Walker, courtesy of Clay Walker:
https://www.youtube.com/watch?v=HBPu8jiWfIY&ab_channel=ClayWalker

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **few** means (e.g., **few** means not too much, just a little). Adults can use this video that explains the meaning of **few** to help them out, courtesy of SDictionary:
https://www.youtube.com/watch?v=Koh6M4t-Sjg&ab_channel=SDictionary

ART OR SCIENCE ACTIVITIES

Students can use construction paper, dot paint, markers, or stickers and put a **few** marks on the page. Adults can help students write '**few**' on the page.

Adults and students can either watch this video or try the experiment themselves. Using Coca-Cola and mentos, students can put a **few** mentos into the bottle of Coca-Cola and see what happens.

Here's a video of someone putting a few mentos into a small bottle of Coca-Cola, courtesy of Top10Hustle.

<https://www.youtube.com/watch?v=UBq3f5nRr5U>

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can make books about a **few** of their favorite things, using inspiration from the song My Favorite Things from the Sound of Music. After they create these books, they can then share them with the class so everyone can learn about their friends' favorite things.

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

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Many**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

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WAYS WE CAN USE THE WORD

REQUEST: (e.g., want **many**, want **many** blocks)

DESCRIBE: (e.g., **many** people, **many** animals)

SHARE INFORMATION: (e.g., I have **many** toys.)

ASK QUESTION: (e.g., How **many?**, How **many** pieces?, How **many** sisters do you have?)

ROUTINES AND SCHEDULES

Circle: Adults can ask how **many** students came to school today. Students can share whether they want to listen/dance to a few or **many** songs. During story time, adults can facilitate a discussion about how **many** target items students can find on the pages of the story (e.g., How **many** ___ do you see?). Students can take turns asking each other "How **many** ___ do you see?"

Snack: Adults can facilitate a discussion about few versus **many**. If appropriate, a student helper can ask each peer, "How **many** do you want?" while passing

out the snacks. Students can request a few or **many** snack items. Adults/students can comment whenever a peer takes a few or **many** snack items.

PLAY

Toys and Games:

Students can request a few or **many** toy items (e.g., vehicles, blocks, Magna-Tiles, mini bean bags for tossing, bowling pins for setting up, etc.)

[Dog Bone Counting Game](#) - Students take turns rolling the die and placing the corresponding number of dog bones in their dog bowl. Adults can pause a few times throughout the game and have students ask (e.g., “How **many** do you have?”) and share with each other how **many** dog bones they’ve collected thus far. (Courtesy of Vanessa Levin)

[Scavenger Hunt](#) - Adults can facilitate a discussion about how **many** things students can look for in a spring scavenger hunt. Students can take turns asking each other how **many** items they want to find. (Courtesy of teachingmama.org)

Recess: Students can share whether they want to engage in an activity a few or **many** times (e.g., climb up the play structure, go down the slide, throw the ball, etc.)

READING

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

[The Very Hungry Caterpillar](#)

[Feast for 10](#)

[How Do Dinosaurs Count to 10](#)

[Hippos Go Berserk](#)

[One Very Big Bear](#)

[How Many Legs?](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Below you'll find some activities to target the core word. Throughout the activities below, students can practice using social language to ask each other "How **many**___?" questions.

SENSORY MOTOR/GROSS MOTOR

Adults can facilitate a discussion about few versus **many**. Adults can model the core word (e.g., "**many** ____", "Few or **many**?") while commenting/asking questions during play with [sensory](#) bins. - Courtesy of [handsonaswegrow.com](#)

Adults can model the core word (e.g., "How **many** turns?") for students to ask peers during play with a [tunnel](#). - Courtesy of [The OT Toolbox.com](#)

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can pause the videos to comment while modeling the core word.

[How many?](#)

[How many fingers?](#)

[How many...How many apples?](#)

[How many monkeys?](#)

STRUCTURED ACTIVITIES

During circle or large group instruction, adults can review the core word, **many** and model finding the word, **many** on the student's device or classroom's communication board.

Next, adults can facilitate [Predictable Chart Writing](#), a fun and easy shared writing activity that supports emergent and conventional writers and readers. Adults can introduce the topic and give a title (e.g., What I Like To Do). Adults can model how to complete the sentence starter, “I like to ___ **many** ___.” and write it on a chart. Students then brainstorm ideas with their partners. Students can take turns sharing their ideas “I like to ___ **many** ___.” with the group as an adult writes each student’s idea on the chart.

As an extension activity, the adult can help students select and compile some photo images that go along with their ideas into a classroom story.

ART OR SCIENCE ACTIVITIES

During structured art or science activities, adults can model the core word when discussing the **many** materials needed for the activity. Student helper(s) can ask peers how **many** or much of each material (e.g., pieces of paper, colors, science experiment materials, etc.) they want or need.

USE OF APPS OR OTHER TECHNOLOGY

[My Play Home](#) is an engaging app which features a family of five and a choice of different rooms throughout their house. Students can ask or request how **many** turns they want with the app. Students can ask each other how **many** family members they want to go to a specific room. Students can ask each other how many objects (e.g., “How **many** eggs?”) they want a family member to interact with (e.g., eat, drink, cook,) in the scene. Students can comment about the **many** things they see in each room.

[My Town: Play & Discover](#): This app can be used to play with a town of people. Students can ask/share how **many** places they want to go in the town. Students can ask/share about the few or **many** things they need to do in the town.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alice Mui @ amui2005@hotmail.com.

Thank you!

CORE WORD: **Below**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., is it **below** the table?)

SHARE INFORMATION: (e.g., it is **below**)

DIRECT ACTION: (e.g., put it **below**)

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

ROUTINES AND SCHEDULES

Circle: If students are sitting on a carpet with a design or pattern on it, students can tell the rest of the class what is **below** them (e.g., there's a letter D **below** me).

Recess: When climbing on the play structure, adults and students can talk with their friends who are **below** them.

PLAY

Students and adults can use a parachute and make it go above their heads, or students can all get below the parachute (e.g., 'let's go **below** the parachute').

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>

This book is about a brave fish who lives **below** the ocean waves. He gets lost and can't find his school of fish. What will happen when he goes on an adventure to find his school of fish?

Up, Down and Around by Katherine Ayers, courtesy of Lights Down Reading:
<https://www.youtube.com/watch?v=FQYPuJXkVpY>

This book is about how we plant different crops. Some crops grow above the surface and some crops grow **below** the surface. Find out how each crop grows!

The Very Impatient Caterpillar by Ross Burach, courtesy of StoryTime Anytime:
<https://www.youtube.com/watch?v=Yjk43-HMCjQ>

This book is about a very impatient caterpillar that doesn't know he can turn into a butterfly. After it's explained to him that one day he will be a butterfly with wings, he decides he wants to do it now. He finds Cocoons that are **below** branches and talks to them about how he can be a butterfly. When will it be his turn?

Commotion in the Ocean by Giles Andreae, courtesy of Mr. Baker's Bookshelf:
<https://www.youtube.com/watch?v=9pRhgz8Jffs>

This book is about a commotion **below** the ocean waves. What could be happening **below** the waves to cause such a commotion?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can work together to plan out what they want to plant in a garden. They can focus on taking turns on deciding what will go **below** the surface of the ground.

SENSORY MOTOR

Students and adults can practice stomping on the ground **below** their feet in order to pair a sensory motor component to the meaning of this word.

VIDEOS, MUSIC, ANIMATED SHORTS

Lava, courtesy of DisneyMusic:

<https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Under the Sea from the Little Mermaid, courtesy of Disney Music:

https://www.youtube.com/watch?v=GC_mV1IqjWA

Down Deep in the Blue Sea, courtesy of Super Simple Songs:

<https://www.youtube.com/watch?v=7pMEQsk3c5Y>

Fathoms Below from the Little Mermaid Live, courtesy of ABC:

https://www.youtube.com/watch?v=zxKjy_083_c

YOUNG ADULTS:

Below by Slaid Cleaves Official: <https://www.youtube.com/watch?v=Jku-uwjl70k>

Trouble down here below by Lou Rawls:

<https://www.youtube.com/watch?v=B8MligdhHzI>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**below**' means (e.g., "**below** means at a lower level or underneath something else). Adults can use this preposition songs to help reinforce this idea, courtesy of Scratch Garden:

https://www.youtube.com/watch?v=xyMrLQ4ZI-4&ab_channel=ScratchGarden

ART OR SCIENCE ACTIVITIES

Students can create a **below** the sea masterpiece using construction paper, watercolor, stickers, colored pencils, markers, crayons, or any other available craft supplies.

USE OF APPS OR OTHER TECHNOLOGY

Below the Sea Diver: In this app, the user explores **below** the sea as a scuba diver. It is currently only available for an iOS device.

<https://apps.apple.com/au/app/below-the-sea-diver/id1247754792>

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

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

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Thank you!

CORE WORD: **Above**

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WAYS WE CAN USE THE WORD

ASK A QUESTION: (e.g., is it **above** the shelf?)

SHARE INFORMATION: (e.g., it is **above**)

DIRECT ACTION: (e.g., put it **above**)

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

ROUTINES AND SCHEDULES

Circle: Students and adults can put their hands **above** their head during circle time to indicate they are listening to the speaker during circle time. Students can direct others to put their hands **above** their head.

Recess: Students can put their hands **above** their head as they go down the slide or direct others to do the same.

PLAY

Students and adults can use a parachute and make it go above their heads, or students can direct adults to do this for them (e.g., 'put it **above** me').

READING

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

The Penguin who wanted to fly by Catherine Vase, courtesy of Once Upon a Story: <https://www.youtube.com/watch?v=stpRJcf7QTI>

This story is about a little penguin who wanted to fly. Penguins are birds that can't fly but this little one really wanted to fly up **above** in the sky. He had a dream about what it was like to be flying up in the sky and wanted to make it a reality.

Mae Among the Stars by Roda Ahmed, courtesy of Sankofa Read Aloud: https://www.youtube.com/watch?v=b_mfdqyBqT8

This book is about Mae who wants to see Earth from the sky, up **above** the clouds. She wants to go to outer space and see what Earth looks like from **above!**

Balloons over Broadway by Melissa Sweet, courtesy of Storytime with Little Book Nook: <https://www.youtube.com/watch?v=-lX8A8zvz3g>

This story is about a boy named Tony. Tony liked to create things like puppets and inventions to feed his chickens. Tony eventually moves to London and becomes a puppeteer but then decides to move to New York City to help operate the balloons for Thanksgiving. These giant balloons float **above** the city and Tony needs help with how to control the balloons!

Thelma the Unicorn by Aaron Blabey, courtesy of Collingwood State Park School: <https://www.youtube.com/watch?v=6FBbyX0QH0Y>

This book is about Thelma. She is a short pony who just wants to be special. One day, she decides to tie a carrot to her head and pretend she is a unicorn. Imagine her surprise when a truck rains glitter and paint on her from **above** and makes her really look like a unicorn! Thelma is instantly famous and has to deal with the growing pains of fame. Will she choose to remain a unicorn or go back to being a pony?

The Rain Came Down by David Shannon, courtesy of StoryTime at Awnie's House: <https://www.youtube.com/watch?v=MV8snbVhXKU>

This book is about a day when the rain came down from up **above**. What happens when the rain falls?

SNOW by Cynthia Rylant and Lauren Stringer, courtesy of StoryTime at Awnie's House: <https://www.youtube.com/watch?v=5RDxkDD43qg>

This book is about all different kinds of snow. Snow falls from up **above** in the sky in many different ways!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can explain to students what it means to go **above** and beyond for their friend. Meaning, you can do more than what is expected of you to help out a friend if you can. Adults can use this animated short "Above and Beyond" by FableVision: <https://www.youtube.com/watch?v=7KMM387HNQk>

SENSORY MOTOR

Students and adults can practice putting their arms **above** their head or hold objects such as music instrument shakers **above** their head in order to pair a sensory motor component to the meaning of this word.

VIDEOS, MUSIC, ANIMATED SHORTS

Lava, courtesy of Disney Music:

<https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Up, up, up, courtesy of Barefoot Books:

https://www.youtube.com/watch?v=Lrd0TiER_J0

Preposition songs by Patty Shukla, courtesy of Patty Shukla:

<https://www.youtube.com/watch?v=N-4nYwsW-r0>

The Bear went over the mountain by Super Simple Songs, courtesy of Super Simple Songs: <https://www.youtube.com/watch?v=KCLjdL8g-8s>

Part of Your World from the Little Mermaid by Jodi Benson, courtesy of Disney Music: <https://www.youtube.com/watch?v=SXKIJuO07eM>

YOUNG ADULTS:

Turn Around by Conor Maynard featuring Ne-Yo, courtesy of Conor Maynard:
<https://www.youtube.com/watch?v=OwP6UOLRzQM>

Heat above by Greta Van Fleet, courtesy of Greta Van Fleet:
<https://www.youtube.com/watch?v=vrWfu5k1Jpg>

Only you by Selena Gomez, courtesy of Selena Gomez:
<https://www.youtube.com/watch?v=T2urfFpDX1c>

Sine from above by Lady Gaga and Elton John, courtesy of Lady Gaga:
<https://www.youtube.com/watch?v=O9GUJ7Wqy3A>

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**above**' means (e.g., "**above** means over or higher than something else"). Students and teachers can then go around the classroom and find items that are located **above** them (e.g., the clock, shelves, hanging decorations, etc.) in order to add context to this word.

ART OR SCIENCE ACTIVITIES

Using construction paper, watercolor, crayons, markers or colored pencils students and adults can create a sky and if they choose, they can decorate the sky with things that might be there (e.g., stars, birds, balloons, airplanes).

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Students can create books about what's **above** them. This can be in the sky, in their room, a tree, anything they can think of! After they create the book, they can share with each other what they see **above** them and see if anyone else has the same thing.

WORD WALL: Create a WordWall and add '**above**' 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.

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