

CORE WORD: **Terrible**

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

EXPRESS OPINION: (e.g., I think that is a **terrible** idea.)

GOSSIP: (e.g., I heard she did a **terrible** job during her interview.)

SHARE PHYSICAL NEEDS: (e.g., I have a **terrible** headache.)

COMPLAIN: (e.g., My food was **terrible**.)

ROUTINES AND SCHEDULES

Circle: During morning circle, adults can lead a check in with students to discuss how they are feeling at the beginning of the day. Adults can introduce the feelings word “**terrible**” and explain that there are different words to explain negative feelings.

READING

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

[Children Make Terrible Pets-Read by Lee Rebel Tech](#)

<https://www.youtube.com/watch?v=xm8JM1gxDZQ>

[A Terrible Thing Happened-Read by Rachel's Mom](#)

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

[Alexander and the Terrible, Horrible, No good, Very Bad Day-Read by ABC Read to Me](#)

<https://www.youtube.com/watch?v=wnEk1Yj8X3A>

[Gregory, the Terrible Eater-Read by Little Readers](#)

<https://www.youtube.com/watch?v=B7FR1XGvAPA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell their friends when they are having a **terrible** day. Friends can make kind comments to make them feel better "That's terrible, I'm sorry!"

If a student hurts someone's feelings, they can apologize to their friends by saying, "I'm sorry, I feel terrible."

SENSORY MOTOR

As an accompanying activity to *Gregory, the Terrible Eater*, Students can sort foods that are **terrible** and not

terrible. http://woodkinderclass.blogspot.com/2010_11_01_archive.html



VIDEOS, MUSIC, ANIMATED SHORTS

[T is for TERRIBLE! - Kidz Digital](#)


<https://www.youtube.com/watch?v=wnEk1Yj8X3A>

[Sad, Bad, Terrible Day-The Learning Station](#)

<https://www.youtube.com/watch?v=ca8SUuG8vdA>

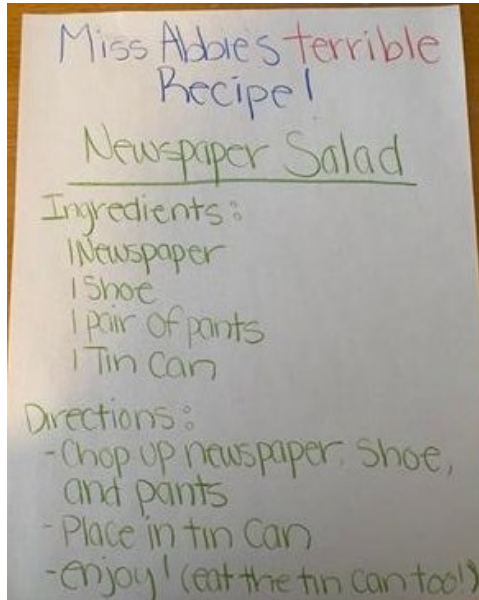
STRUCTURED ACTIVITIES

Adults can lead a discussion about when they have a **terrible** day and the things they can do to make their day better and create a chart.

When I have a terrible day... 
When I have a terrible day, I like to watch a funny movie! Miss Abbie
When I have a terrible day...
When I have a terrible day....
When I have a terrible day....
When I have a terrible day....
When I have a terrible day....

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *Gregory, the Terrible Eater*, students can create their own **terrible** recipe with the food that Gregory's parents want him to eat.



WORD WALL: Create a WordWall and add '**terrible**' 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 Abbie Duarte @ aduarte3@mail.sfsu.edu .

Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has

joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: **Wonderful**

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

GREETING: (e.g., It's a **wonderful** day!)

EXPRESS FEELINGS: (e.g., I feel **wonderful** today)

COMMENT: (e.g., Look at the **wonderful** rainbow in the sky)

ASK QUESTIONS: (e.g., What makes you feel **wonderful**?)

SHARE INFORMATION: (e.g., I have a **wonderful** friend)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can comment on the routine and food during snack and mealtimes. For example, adults can model greeting, "It is **wonderful** to be together." Students can, with adult facilitation, complete the phrase, "Snack time is **wonderful** with (my friend, teacher, favorite foods, etc.)"

Circle: Students can each identify one **wonderful** part of the day by completing the phrase, "My school day is **wonderful** in (reading, recess, snack time, art, etc.)."

As a seasonal activity, Adults and Students can talk about what is **wonderful** about each season, at the beginning and during spring, summer, fall and winter. A seasonal poster can be developed for each season that students can contribute what is **wonderful** about each season. Adults can provide examples with pictures and words of each season, and students can choose and add **wonderful** parts of each season to create a wall poster together and/or store in their AAC devices.



Spring: Flowers blooming, Green grass, Outdoor Play, Birds Sing, Sunshine. Spring Rain...



Summer: School break, Swimming, Picnics, Family Fun, Play with Friends, Warm Weather, Growing Gardens...



Fall: Going back to School, Old Friends, New Friends, Storytime, Hearing Leaves Crunch, Halloween Costumes...



Winter: Warm mittens, Cozy Indoor Games, Watching Snow or Rain, Holidays...

PLAY

Toys and Games: In a variation of show and tell, students can bring a favorite toy or game from home that is hidden in a bag or box. Each student can take a turn by asking, "Guess what is **wonderful** in my bag?" Other students can guess what is in the bag, asking, "What is **wonderful** in your bag?". After all students have guessed, the student can pull out the object and say, "This is my **wonderful** _____!"

Recess: Before going out for recess, adults can ask each student what is **wonderful** about recess by giving choices of words and pictures that are recess activities. Using their AAC systems, each student can answer by completing the phrase, “_____ is **wonderful!**”

READING

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

What a Wonderful World, is based on the song by Bob Thiele and George David Weiss with illustrations by Tim Hopgood, courtesy of Linden Lentz:

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

Listen to Louis Armstrong sing and watch the **wonderful** pictures by Tim Hopgood. See how many **wonderful** things you can see in the world. After you listen, name some of the **wonderful** things in your world.

Something Wonderful by Raewyn Caisley and Karen Blair, courtesy of Bedtime Story Collection: <https://www.youtube.com/watch?v=UMu-eidAfOQ>

This is based on a true story about a boy named Sam who had a **wonderful** imagination. He often forgot to do his chores because he had **wonderful** ideas of what he could build. One day, he put his dreams to work and made a **wonderful** invention.

The Wonderful Things You Will Be by Emily Winfield Martin, courtesy of Read Aloud Books for Kids: <https://www.youtube.com/watch?v=VTN6ljv38qw>

This book celebrates the possibilities of the **wonderful** future ahead for young children from a parent's view. The **wonderful** promise that parents dream for their children is to be **wonderful** adults who are kind and helpful.

You're All Kinds of Wonderful by Nancy Tillman, courtesy of Mrs. Clark's Reading Corner: <https://www.youtube.com/watch?v=HJ1nUewOe60>

This beautifully illustrated book is a rhyming celebration of the **wonderful** gifts that each person has. It is **wonderful** to be different from each other and to have unique talents that we can contribute. Each one of us has all kinds of **wonderful** that may take time to discover.

In a Jar by Deborah Marcero, courtesy of Miss Katie from Handley Regional Library: https://www.youtube.com/watch?v=CeHhMwrRI_c

This book features the **wonderful** gifts of friendship between two rabbits, Llewellyn, and Evelyn, who collect **wonderful** things in jars--such as rainbows, the sound of the ocean, and wind before snowfall. When they look in the jars, they have **wonderful** memories.

SOCIAL INTERACTIONS AND VIDEO MODELING

At the beginning of each week, students can ask each other, "What was **wonderful** about your weekend? Also, at the end of the week, students can repeat the activity by asking each other, "What was **wonderful** about this week?" Adults can facilitate by providing vocabulary choices, aided language stimulation or modeling so that all students can answer using their AAC systems.

SENSORY MOTOR

Adults can set up several sensory bins to facilitate the use of core words, including **wonderful**. Select items that are soft, smooth, hard, rough, cool to the touch, spongy, warm, etc. and assist students to feel the items buried in the bins. Students can explore individual sensory bins with another student and comment on what feels **wonderful** in each bin. Using their AAC systems, students can identify how each item feels (soft, hard, smooth, rough, etc.). Adults or other students can ask, "Does it feel **wonderful**?" Students can answer Yes or No. Students can complete a follow-up activity on the computer with a picture of each item that felt wonderful to print and take home.

VIDEOS, MUSIC, ANIMATED SHORTS

Over the Rainbow and It's a Wonderful World by Israel Kamakawiwo'ole, courtesy of Mountain Apple Company, Inc on YouTube:

https://www.youtube.com/watch?app=desktop&v=Z26BvHOD_sg

Wonderful People by Ziggy Marley with Judah Marley, Gideon Marley and Abraham Marley, courtesy of YouTube Music:

<https://www.youtube.com/watch?v=SpuU7U7Fd8s>

Wonderful Life by Zendaya from Small Foot Motion Picture Soundtrack, courtesy of Warner Brothers Pictures and You Tube:

https://www.youtube.com/watch?v=ow9_519_xVQ

Wonderful Life by Everclear, courtesy of YouTube:
<https://www.youtube.com/watch?v=MUfgAbFY4CA>

Wonderful by Firebeatz, courtesy of Spinnin' TV and YouTube:
<https://www.youtube.com/watch?app=desktop&v=XeHj06rHa28>

STRUCTURED ACTIVITIES

Students can create smart charts to show what is **wonderful** in their lives.

_____ is/are wonderful .
_____ is/are wonderful .
_____ is/are wonderful .
_____ is/are wonderful .

ART OR SCIENCE ACTIVITIES

Students can create “My Wonderful World” digital posters based on the sentences they complete in the Structured Activity, above. Choose pictures from symbol sets, Google images and on AAC devices to show what is **wonderful** for each student, to display and show to classmates.

My Wonderful World



PPT slide courtesy of Nancy Robinson

The Sun Songs, Science Songs, courtesy of Scratch Garden on YouTube:
<https://www.youtube.com/watch?v=OBnDKfHtcd0>

Clear animation and music explain the **wonderful** gifts of the sun.

Weird Wild and Wonderful Insects by Shelly Underwood, courtesy of Story Club on YouTube: <https://www.youtube.com/watch?v=F0fEckGTtpc>

Fun facts about **wonderful** insects in full illustrations in this nonfiction book.

Worms are Wonderful by Scission Kids on YouTube:
https://www.youtube.com/watch?v=l-zc_1vjLnI

Learn about crawly, **wonderful** worms in this entertaining science video.

USE OF APPS OR OTHER TECHNOLOGY

[*Nature Cat's Great Outdoors*](#) This free app is a toolset that will inspire your child to explore the **wonderful** aspects of nature – in the backyard, at a local park or even looking out the window. Every day, Nature Cat has a set of new daily

adventures that lets kids use tools to record and share their observations in fun, creative ways!

[Night Sky](#) This free app is a planetarium in your pocket that makes it easy to discover the **wonderful** features of space wherever you go. Day or night, just aim your device skyward to see a live 3D map of the heavens, complete with beautifully illustrated constellations, stars, planets, and satellites.

WORD WALL: Create a Word Wall and add '**wonderful**' to the list.

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[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 nancyr@sfsu.edu . Nancy is a retired speech-language pathologist and professor who is learning to take time to appreciate each **wonderful** day and the **wonderful** small gifts of the world around us! Please note that all pictures in this activity sheet are publicly available, royalty free Google images.

Thank you!