

CORE WORD: **How**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

The act and practice of Presuming Competence has been referred to as the *least dangerous assumption*, (Anne Donnellan, 1984) and applying this 'mindset' may be highly beneficial when selecting and implementing an AAC system for the individuals with whom we work. As parents, educators, therapists, and others, we all want our students to be able to say, 'whatever they want, however they want, whenever they want,' and once a student is exposed to and provided with a robust communication system it can provide them with opportunities to learn and use a rich core and fringe vocabulary to express themselves using a wide array of communication functions. Communication is a human right and we are in a position to open up their access to words that have power. When we Presume Competence, we believe everyone can learn.

WAYS WE CAN USE THE WORD

QUESTION (e.g., **How** are you? How should we work? How many?)

ASK FOR HELP (e.g., **How** do I do that?)

COMMENT (e.g., **How** on Earth?!)

CONTRIBUTE AN IDEA (e.g., **How** about...)

ROUTINES AND SCHEDULES

Snack/mealtimes: While passing out snacks, adults can ask, "**How** many (crackers, cookies, pretzels) do you want?"

Circle: Students and adults can take turns asking others, "**How** are you?" or "How do you feel?"

Students and adults can ask, "How is the weather today?"

[How's The Weather? Courtesy of Super Simple Songs](#)

<https://www.youtube.com/watch?v=rD6FRDd9Hew>

Students and adults can count how many students are here today and how many students are absent.

Students and adults can count how many days are left in the school year (or how many days they've been in school).

PLAY

Toys and Games:

Board games: When setting up a new game, adults can model, "Hmm, **how** do we play this game" as they look at the directions.

Cars/trains: Students and adults can take turns maneuvering cars or trains. They can ask, "How should I move it?" or "How do I get there?"

Restaurant/kitchen: Students and adults can ask, "How can I help you?" or "How would you like that prepared?" or "How much does that cost?"

Legos/blocks: As students or adults build towers, others can comment, "I wonder how high we can make it" or "Wow, look how high that is!"

Recess: Students can invite friends to play a game with them or go on certain equipment. They can ask, "**How** about we play tag, walk around, go down the slide?"

READING

[How Full is Your Bucket, written by Tom Rath and Mary Reckmeyer, courtesy of Stories for Kids](#)

<https://www.youtube.com/watch?v=K3LOdVmAhLU>

Students can read the following stories about emotions and discuss **how** we know the person is feeling that way (big smile, red cheeks, eyebrows scrunched up, etc.):

[The Way I Feel, written by Janan Cain, courtesy of A Story for Boo](#)

<https://www.youtube.com/watch?v=MSdSWlfCpJ8>

[Today I Feel Silly, written by Jamie Lee Curtis, courtesy of Green Fig Read-Aloud](#)

<https://www.youtube.com/watch?v=Sr13yipIToM>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch the following video, which models reciprocal conversation and includes questions such as, “**How** are you?”:

[Reciprocal Conversation, courtesy of Autism Life Skills Videos -Studios of Awesomeness](#)

<https://www.youtube.com/watch?v=YjBO1bONqgc>

SENSORY MOTOR

Adults can write down various exercises and put them in a bowl or bucket (hop like a frog, crawl like a crab, jump like a kangaroo). Students or adults can ask, “**How** should we move?” Someone can then pick an activity and students can move in that way.

VIDEOS, MUSIC, ANIMATED SHORTS

[Florida Georgia Line - This Is How We Roll ft. Luke Bryan](#)

https://www.youtube.com/watch?v=CbxuXq_981s

[Matchbox Twenty - How Far We've Come \(Official Video\)](#)

<https://www.youtube.com/watch?v=5d7EbtLb8ok>

[How | Core Vocabulary Song, courtesy of Speech and Language Songs](#)

<https://www.youtube.com/watch?v=75TFwvDqbY0&t=83s>

[NEW! Meet the Sight Words - "how", courtesy of Preschool Prep Company](#)

<https://www.youtube.com/watch?v=z8-vpNdY460>

[Auli'i Cravalho - How Far I'll Go \(from Moana/Official Video\), courtesy of DisneyMusicVevo](#)

<https://www.youtube.com/watch?v=cPAbx5kgCJo>

STRUCTURED ACTIVITIES

Students can throw various objects (ball, paper airplane, etc.), and with each throw, they can measure **how** far it went.

Students can participate in a predictable chart writing activity, completing the sentence starter: I know how to...

Students can play a "would you rather" or "this or that" game, voting for their choice. When all players have voted, they can count how many people made each choice.

Students can read about various life skills activities using these [free interactive and adapted books, courtesy of Mrs. P's Specialties](#). The book, "How To Cross The Road Safely" focuses on the steps for crossing the road. The book, "How To Make A Sandwich" focuses on the steps for putting a sandwich together independently.

<https://www.teacherspayteachers.com/Product/How-To-Life-Skills-Interactive-Books-Special-Education-and-Autism-Resource-3498640?st=95ababdfba083ae7fdc49f751f6aef5>

ART OR SCIENCE ACTIVITIES

Students can learn **how** to draw a fishbowl, step by step, courtesy of Art For Kids Hub.



[How to Draw a Fish Bowl](https://www.artforkidshub.com/draw-fish-bowl-preschool/)

<https://www.artforkidshub.com/draw-fish-bowl-preschool/>

The above site has hundreds of how to draw video tutorials, so if fishbowls aren't a hit, try another!

Students can check out the YouTube playlist, courtesy of Squirrel Girl, with lots of "How It's Made" style videos just for kids--like how sprinkles are made, how crayons are made, how Legos are made, and much more!

[How It's Made Kids Playlist](https://www.youtube.com/playlist?list=PLhjkEO6xHv7abdD88BoOwT5dDrYYJ55AT)

<https://www.youtube.com/playlist?list=PLhjkEO6xHv7abdD88BoOwT5dDrYYJ55AT>

USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[How Can You Tell...using your senses to problem solve, courtesy of The Speech Banana](https://wow.boomlearning.com/deck/how-can-you-tell-using-your-senses-to-problem-solve-aPD2YsrAEdFC4Rm4w)

<https://wow.boomlearning.com/deck/how-can-you-tell-using-your-senses-to-problem-solve-aPD2YsrAEdFC4Rm4w>

[How Many Magic Beans, courtesy of Wajihha](#)

<https://wow.boomlearning.com/deck/how-many-magic-beans-kQ3BMBgFxyRAwe7jp>

[How Many Emojis, courtesy of Sonoran SPED](#)

<https://wow.boomlearning.com/deck/how-many-emojis-RDMvaNmh2sENT62mL>

[How Many? Ocean Theme, courtesy of Sonoran SPED](#)

<https://wow.boomlearning.com/deck/how-many-ocean-theme-RXjxg5i2CpRTsis35>

[Subitize to 5+, courtesy of Let's Get Teaching](#)

<https://wow.boomlearning.com/deck/subitize-to-5--ShSGX5RknjCLmytjy>

Students can look up weekly grocery store ads to find the sales price of certain items to know how much the items cost. They can use store websites to compare costs of two similar items.

WORD WALL: Create a WordWall and add “**how**” 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 Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!