

## CORE WORD: **Near**

### 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**

DESCRIBE: (e.g., My bag is **near** the door. It's **near** and dear to my heart.)

ASK QUESTIONS: (e.g., Is it **near** your house? Is your talker **near** you?)

COMMENT: (e.g., It's nowhere **near** that bad. You're **near** the end!)

REQUEST: (e.g., Can you put it **near** my desk? Grab the pencil **near** you.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can model the core word using Aided Language Stimulation during snack and mealtimes by describing and asking questions (e.g., Who are you sitting **near** today? We are near the end of snack time. I can throw that away, I'm near the trash can. Don't let any bugs near your lunch!)

Students can practice the core word to describe what items or students are **near**, with scaffolding and support (e.g., Near friend. Food is near me.)

**Circle:** Students can use the core word **near** to describe the students they typically sit by during circle time and who is near them. Students can also describe what is near them in their spot during circle time.

Adults can assign a question of the day/week for circle time and have students prepare an answer to share that would feature the core word, **near**. Then students can present their answers in circle share time.

Students could be asked to prepare an answer to questions using the core word such as:

- Is there a place you like to go that's near your house?
- How do you feel when the weekend is near?
- What animal would you never want to be near?

**Activity Centers:** Adults can model and facilitate use of the core word during activity centers by asking questions or describing. For example, adults can use phrases (with their voice and a device/AAC system), such as: Do you see a pencil **near** me? Let's sit near the door today. I want you so sit near me.

## **PLAY**

**Toys and Games:** Students and adults can use the core word **near** to describe what toy or game they want and its location (e.g., Is that near the ball bag? Is it near your desk? Can you put that near the board games?) Adults can also use the core word to describe where the student can use the toy or game (e.g., You can play near the front of the room.)

Adults can have students try to figure out what game they are playing by giving clues to its location using the core word (e.g., The game I'm thinking of is **near** the stuffed puppy dog toy.)

During game play, the adults can continue modeling the core word in different contexts. For example, the adult can model and facilitate use of the core word using such phrases, such as: We are **near** the end of the game! I'm near the finish line! I'm going to put this near your toy! I want to sit near the door.

**Imaginative play:** If students are engaging in imaginative role playing, adults can support use of the core word by helping students to describe the routines and activities involved in their imaginative play. Adults can do this by using phrases such as: Let's put the plate **near** the cup. Did we leave our food near the kitchen? Who should I sit near?

**Recess:** Adults can give students reminders about where to line up before and after recess while modeling the core word, **near** (e.g., Remember to line up near the door first. Remember to stay near the playground when at recess.). Adults can also let students know where they will be during recess (e.g., If you need me, I'll be near the swings. I'll be near the classroom.)

### Older Students

**Board Games/Card Games:** Adults and students can practice the core word while playing card games or board games. Adults can model the core word during game play (e.g., Put your card near mine. Do I put it near the red spot? Is it near the end? Do you remember if that card was near here?). Adults can also prompt students to use the core word during game play.

**Memory Game:** Adults can put various objects in front of a student and ask the student to try and remember what objects are in front of them. Then, students can close their eyes and the adult will remove an object. Adults can then ask students questions using the core word (e.g., I took something that was near the toy car.).

## **READING**

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

[Tomorrow Is Near But Today Is Here by Asaf Rozanes, courtesy of Enjoy Reading With Me YouTube Channel](#)

<https://www.youtube.com/watch?v=fQv4SphJrjc>

[Near or Far, Where's Eddie? By Daniel Nunn, courtesy of Flying Kids vibgyor YouTube Channel](#)

<https://www.youtube.com/watch?v=M7i0lmwNubY>

[The Sun Our Nearest Star by Franklyn M. Branley, courtesy of KnowAtom YouTube Channel](#)

<https://www.youtube.com/watch?v=gbVwReUs6so>

[Near and Far by Luana Mitten and Meg Greve, courtesy of Storytime YouTube Channel](#)

<https://www.youtube.com/watch?v=TRtj2uVsly0>

[Guinea Pigs Far and Near by Kate Duke, courtesy of Trumpsky and Mrs. Small YouTube Channel](#)

<https://www.youtube.com/watch?v=dro3ptpqZrw>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

**Bear Hunt:** Adults can set up a bear hunt for students to complete together, hiding a toy bear somewhere in the classroom, and providing interesting objects to help students on their hunt: maps, magnifying glass, binoculars, etc. Adults can give hints using the core word and the toy bear's location (e.g., No, it's not **near** the board. You're near the bear now!)

**Find The Nearest Person Game:** Students can work in a group to follow prompts provided by the adult using the core word, near. Adults can give directions to the students that require them to look at their peers and find who near them matches the instruction. For example, adults can say prompts such as: Find someone near you who is wearing red! Then students can look around them to find a person matching the description and pair up near them. Students can also use the core word in a sentence to describe the action they just took using the core word.

Video Modeling:

Sesame Street: Grover Shows Near and Far, courtesy of Sesame Street YouTube Channel <https://www.youtube.com/watch?v=5yaXHgXD2Oo>

Near and Far, courtesy of Teach for Life YouTube Channel (Video examples on how to teach near and far): <https://www.youtube.com/watch?v=7AyWWIbLtrl>

## **SENSORY MOTOR**

**Stickers/Stamps:** Students can use stamps or stickers to place different designs on a coloring page. Adults can use the core word to describe where the student places the designs or to instruct the student as to where to place a stamp/sticker (e.g. Put it **near** the star! Put that sticker near the dog sticker!)

**Sensory Bin:** Adults can use a sensory bin while teaching the core word to students. Adults can gather various small toys to be placed into the sensory bin. Adults can give students instructions or make comments using the core word regarding where to put the toys the students find inside the sensory bin (e.g., You found a toy, put it near the other one you found! Put that one near the end of the table.)

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

[Near and Far - Where Is It Song, courtesy of Banyan Global Learning YouTube Channel](#)

<https://www.youtube.com/watch?v=ZcOg7m6J1EM>

[Learn Opposite Words Far - Near Animated Cartoon, courtesy of Baby Nursery Tuti YouTube Channel](#)

[https://www.youtube.com/watch?v=067pCdHUL\\_Y](https://www.youtube.com/watch?v=067pCdHUL_Y)

[S&HF: Puppets Teach Near & Far, courtesy of Stanley and His Friends YouTube Channel](#)

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

## **STRUCTURED ACTIVITIES**

**I Spy:** Adults and students can play the game; I Spy to facilitate use of the core word. When it is someone's turn, they can search around the room for something and keep it in their mind. Then, they can give a clue to the other players. Other players will have to guess what item the person has in their mind. The clue should include use of the core word (e.g., I spy with my little eye, something that is red and **near** the back door.).

**Spot The Difference:** Adults and students can use *spot the difference* pictures to facilitate use of the core word. Students can look at two similar photos and find all the ways they are different. The activity can be done in person or virtually. The core word can be used when giving the students hints on where the difference is or students can use the core word to tell an adult where a difference is in the picture.

**Worksheets:** Adults can find or create worksheets for students, identifying things that are **near** or in distance.



Adults can explicitly teach the core word, **near**, what it means, ways we can use the word, and have a discussion. For part of the lesson, adults can lead a Chart Writing activity which can be adapted for distance learning. Students can help

the adult fill in what the word “near” means or fill in sentences that use the core word.

### Chart Writing

The classroom is <b>near</b> the _____.
My shoes are <b>near</b> the _____.
I sit <b>near</b> _____.
I like to eat <b>near</b> the _____.

**Near and Dear:** Students can bring in photos from home or print out photos of things they love and glue them to a poster or worksheet like the one below, all the things **near** and dear to them



**Take A Picture:** Adults can create a game that requires students to take pictures. For example, adults could create a list of items they want the student to take a picture of, like a photographic scavenger hunt. Adults can give the instructions with the core word, **near**, in each instruction (e.g., Take a picture of something near your desk. Take a photo of something near your backpack. Take a photo near the lunch tables.). Adults can assist students in describing all

the items they had to take a picture of, using the core word (e.g., First, I had to take a picture near the music class.).

## ART OR SCIENCE ACTIVITIES

Students can create their own landscape watercolor painting using concepts of here, **near**, and far. (Activity and image courtesy of Deep Space Sparkle YouTube Channel). <https://www.youtube.com/watch?v=LRhcfmBavWQ>



## USE OF APPS OR OTHER TECHNOLOGY

*MyPlayHome App*: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing the app through distance learning, adults can have students give instructions on what actions the adults should make during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. Adults can model the core word and comment on what the student is doing while they use the app, too (e.g., Should I put him **near** the swings?)

*Bookcreator.com Website* - The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording.



Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **near**. Additionally, adults can create their own story focusing on the core word and discuss the core word with the student.

**WORD WALL:** Create a WordWall and add '**near**' 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 **Andriana Nikolau @ [andriananikolau@gmail.com](mailto:andriananikolau@gmail.com)**. Andriana is a second-year graduate student specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

## CORE WORD: **Far**

### For Educators, Related Service Providers and Parents

#### **PRESUMING COMPETENCE**

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

DESCRIBE: (e.g., It's really **far** away! We haven't found anything so **far**.)

ASK QUESTIONS: (e.g., How **far** is it?)

COMMENT: (e.g., Wow, you walked **far**! This has gone **far** enough.)

GET HELP: (e.g., My device is too **far**.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can model the core word during snack or mealtime by exaggerating their body placement or where they place a food item. For example, they can sit an exaggerated distance away from the student and use phrases such as: I'm so **far** away! I sat far away!

**Circle:** Adults can ask students to sit **far** away from each other when they first come to the circle and can be silly while modeling the core word.

Adults can discuss with students how **far** into the school year they are now or how far they are from the weekend.

## PLAY

**Toys and Games:** Students can throw or roll items such as bean bags or balls outside. Adults can facilitate use of the core word, **far**, using phrases such as: how far can you throw? How far will it go? Look at how far it went!

Students can throw items into a hoop, box, or basket and comment as to how far away they were.

Adults can place a toy or game **far** away from a student or out of reach to create a context for use of the core word. Adults can model the core word or prompt students to use the core word (e.g., The toy is so far, the game is too far, I put it far away.).

**Recess:** Adults can model and facilitate use of the core word by having students run, walk, or move as **far** as they can to specific places. Adults could ask, “Can you run as far as the basketball court?”

**Basketball:** Students can try to shoot a basketball from **far** away and see if they can make it in the basket! Adults can model and facilitate use of the core word during the activity.

**Baseball/Kickball:** Students can practice the core word by seeing how **far** they can hit or kick the ball.

## READING

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

[So Far Up by Susanne Strasser, courtesy of Daycare Team YouTube Channel](#)

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

[We Travel So Far by Laura Knowles, courtesy of Graydon Cress](#)

<https://www.youtube.com/watch?v=tJErfLF5ok4>

[The Pout-Pout Fish Far, Far From Home by Deborah Diesen, courtesy of Storytime Bunnies YouTube Channel](#)

[https://www.youtube.com/watch?v=iVBj\\_2BxCg0](https://www.youtube.com/watch?v=iVBj_2BxCg0)

[Far From Home](#) by Sue Pickford, courtesy of Miss T's First Grade Fun YouTube Channel

<https://www.youtube.com/watch?v=xJ6uVh4Jbhg>

[Lejos Far](#) by Juan Felipe Herrera and Blanca Gomez, courtesy of Ed & Nancy Hanenburg Children's Advocacy Center YouTube Channel

<https://www.youtube.com/watch?v=1ulhRP45eDg>

[So Far From The Sea](#) by Eve Bunting, courtesy of Velia Cortalano YouTube Channel

<https://www.youtube.com/watch?v=1ulhRP45eDg>

[From Far Away](#) by Robert Munsch, courtesy of The Bookworms YouTube Channel

<https://www.youtube.com/watch?v=ifBmWED2Vu0>

## SOCIAL INTERACTIONS AND VIDEO MODELING

**Pair Share:** Students can get into pairs or small groups and talk about a time they went somewhere very **far**.

**Far Away Worksheet:** Adults can create a worksheet where students work in pairs to decide what object is the farthest away. Adults can model and facilitate use of the core word, '**far**' while explaining and discussing the activity. Students can practice using the core word during the activity.

Circle the animals far away from the tree!



## SENSORY MOTOR

**Bubbles:** Students and adults can play with bubbles and see how **far** they will float and fly around. Students can also try to blow the bubbles in the air and try to get them as **far** across the room as they can before they pop.

**Slide:** Students can take a sensory break by rolling different objects/toys on a slide. Adults can facilitate use of the core word by commenting and asking about how far the object will go when the student releases it down the slide.

## VIDEOS, MUSIC, ANIMATED SHORTS

### *Animated Shorts*

[Motorbike, by Mechanical Apple/Disney](#): A young person on a motorbike travels **far** to meet a friend. Students can discuss the events that happen along the way.

<https://www.youtube.com/watch?v=eAKy8j-nPnc>

[Catch it, by Esma 2015](#): A group of meerkats faces off against a vulture to protect a precious fruit. Discuss how the animals run **far**, jump far, fly far, etc.

<https://www.youtube.com/watch?v=c88QE6yGhfM>

### *Music*

[How Far I'll Go, Auli'i Cravalho](#)

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

[Near and Far Song, Sesame Street](#)

<https://www.youtube.com/watch?v=ZjcXOf77idY>

### *Music for Older Students*

[All I Know So Far Pink](#)

[https://www.youtube.com/watch?v=Xuy-V\\_3V-4g](https://www.youtube.com/watch?v=Xuy-V_3V-4g)

[So Far Away, Martin Garrix and David Guetta](#)

<https://www.youtube.com/watch?v=AEHGw7qc9Lk>

[Far Away, Nickelback](#)

<https://www.youtube.com/watch?v=j4y-RzVGrHg>

[I Ran \(So Far Away\), Flock of Seagulls](#)

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

## STRUCTURED ACTIVITIES

**Discussion:** Adults can explicitly teach the word “**far**”, what it means, and have a discussion. For part of the discussion, adults can lead a Chart Writing activity which can be adapted for distance learning. Students can help the adult fill in sentences that include the core word.

Predictable Chart Writing

I think _____ is far.
I can _____ far.
The _____ is far away.

**Paper Airplanes:** Adults can teach students how to form their own paper airplanes. Once the airplanes are complete, students can try to throw their airplanes or fly/float them as **far** as they can.

**Water Balloon Toss:** Adults and students can have a water balloon toss and see how **far** they can get before the balloon pops.

**Far From Home/Virtual Field Trip:** Adults and students can generate a list of virtual travel locations to visit. Which one is very **far** away? Which is not far at all? After visiting selected site or sites, students can use predictable chart writing to record what they saw:

Far from home, I saw _____.
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*Possible Virtual Field Trip Sites*

[San Diego Zoo](#)

[Monterey Bay Aquarium](#)

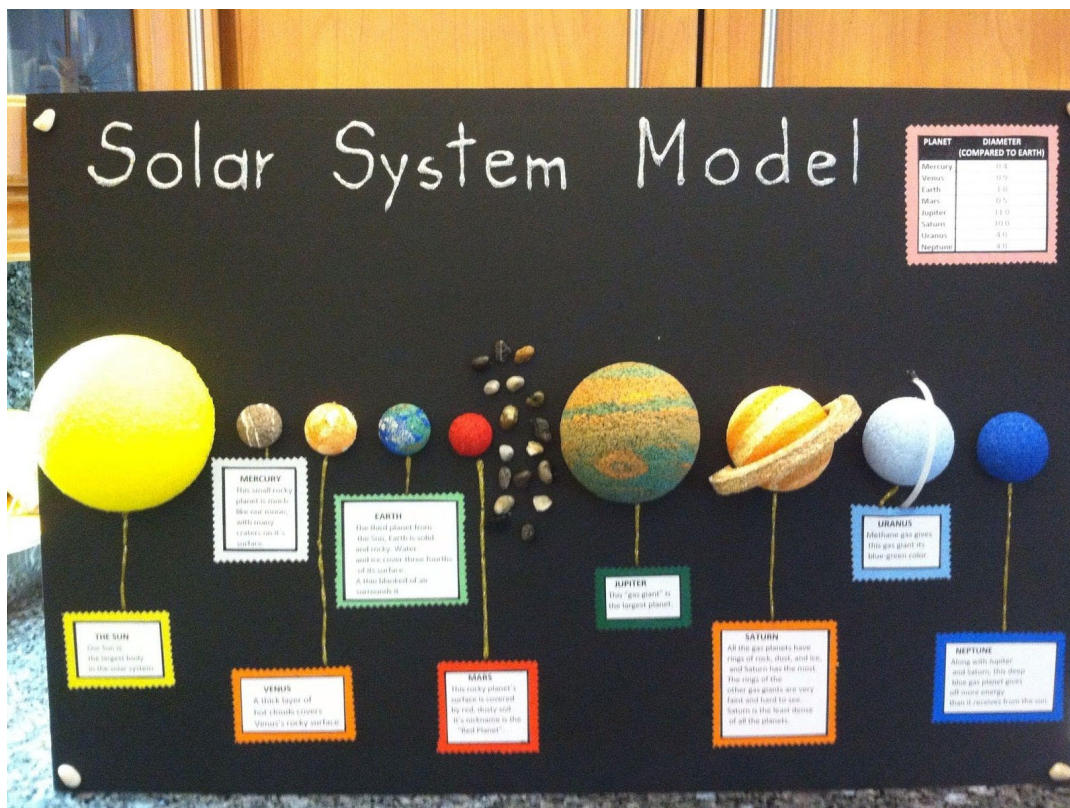
## [Interactive Solar System](#)

## [Louvre Museum](#)

## [Statue of Liberty](#)

## ART OR SCIENCE ACTIVITIES

**Solar System Model:** Students can create their own model solar system to show how **far** apart the planets in the solar system are from Earth and the Sun. (Picture courtesy of Hahn Vincent.)



**Fun With Physics:** Students can investigate laws of physics by creating different sized ramps to roll objects down to see that the higher the ramp, the farther an object will roll. See how **far** an object will roll with each ramp size.

**Virtual Safari:** Explore different types of animals that live in **far**away places, in different environments.

**Film Canister Rocket:** Create a simple mini rocket from a film canister that will shoot into the air. See how far into the sky the rocket flies. (Activity courtesy of

sciencefun.org ~ instructions can be found in the following link: <https://www.sciencefun.org/kidszone/experiments/easy-film-canister-rocket/>)

## USE OF APPS OR OTHER TECHNOLOGY

*Pictello*: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a personalized story for the student(s). Adults can take pictures or find pictures online to personalize the book for the student(s). Adults and students can write a personal narrative about a time the student(s) traveled **far** away or they can create their own story about a character who has to go on a journey that's far away. On each page, a sentence using the core word can be featured. If possible, include the icon sequence for "far" to make modeling easier for all communication partners, and so the student can visually see their systems representation of **far** in their story! Read the story with the students.

*Google Slides*: Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow showing pictures of items that are **far** away from one another. Or adults and students can drag pictures on the slide far away from one another.

Adults can help students write the core word, **far**, on each slide in different types of sentences.

Adults could also make a slideshow about different faraway places.

*Google Earth*: Adults can explore Google Earth with students to pretend to go to places **far** across the globe.

**WORD WALL:** Create a WordWall and add '**far**' 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 Liz @ [lizcambra@gmail.com](mailto:lizcambra@gmail.com) and Andriana @ [andriananikolau@gmail.com](mailto:andriananikolau@gmail.com). Liz and Andriana are M.S. candidates in speech-language pathology, specializing in AAC, at San Francisco State University. Thank you!

## CORE WORD: Long

### For Educators, Related Service Providers and Parents

#### PRESUMING COMPETENCE

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#### WAYS WE CAN USE THE WORD

COMMENT: (e.g., this is taking **long**)

ASK A QUESTION: (e.g., is this too **long**?)

COMPLEMENT: (e.g., your hair is so beautiful and **long**)

NEGATE: (e.g., it is not **long**)

#### ROUTINES AND SCHEDULES

**Circle:** Students can bring something **long** from home or in the classroom to share during show and tell.

**Recess:** During recess, students can throw or kick a ball a long way away. Students and adults can comment saying "wow that was a **long** kick." Students can also direct others to throw or kick the ball **long**.

#### PLAY

During imaginative play, students can pretend to be hair stylists and pretend to trim each other's hair so it stays **long**.

## READING

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

The Little Engine that Could by Watty Piper, courtesy of Storytime with Miss Jeannie: <https://www.youtube.com/watch?v=2EhWYGbi5o>

This book is about the little engine that had to carry toys a **long, long** way. The little engine had to get up and down many hills and there was doubt that the little engine could get to where he needed to go!

Along a long road by Frank Viva, courtesy of Miss Guinon ESL: <https://www.youtube.com/watch?v=RbUmW0SZSvE>

This book is about a man who bikes along a **long** road. What will happen as he bikes?

Fossils Tell of Long Ago by Aiki, courtesy of Rebekah Wall: <https://www.youtube.com/watch?v=yOdbTqHhL8>

This book talks about fossils and how they are made. It gives many details about different kinds of fossils and how they are created a **long** time ago.

Long Shot by Chris Paul, courtesy of Happy Cultivated: <https://www.youtube.com/watch?v=GRhgy1ATpml>

This book is written by NBA All-Star Chris Paul. Chris wrote a book about Michael Jordan and how he will eventually pass to Chris Paul. It's a **long** shot, but Chris works hard to make his NBA dream a reality.

## SOCIAL INTERACTIONS AND VIDEO MODELING

While students are waiting in line after recess or to wash hands they can comment to each other that it is taking a **long** time.

## SENSORY MOTOR

Students can go down a **long** slide or hang from the monkey bars for a **long** time to pair a sensory motor component to the meaning of this new word.

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

Long, Short opposites song by Dream English Kids, courtesy of Dream English Kids: <https://www.youtube.com/watch?v=pe7nVxkqSml>

Long and Short by Harry the Bunny, courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: [https://www.youtube.com/watch?v=8zEBPr\\_x-ig](https://www.youtube.com/watch?v=8zEBPr_x-ig)

Lava by Disney Music, courtesy of DisneyMusicVevo: <https://www.youtube.com/watch?v=uh4dTLJ9q9o>

Eat and Drink All day long, courtesy of welcome Vietnam: <https://www.youtube.com/watch?v=cCbKQrpWfe0>

YOUNG ADULTS:

Long Live by Taylor Swift, courtesy of Taylor Swift: [https://www.youtube.com/watch?v=TI4g93b\\_5\\_s](https://www.youtube.com/watch?v=TI4g93b_5_s)

Sweat (a la la la la long) by Inner Circle: [https://www.youtube.com/watch?v=Fwgus\\_c1zGw](https://www.youtube.com/watch?v=Fwgus_c1zGw)

How Long by Charlie Puth, courtesy of Charlie Puth: <https://www.youtube.com/watch?v=CwfoyVa980U>

How Long by Eagles, courtesy of Eagles Vevo: <https://www.youtube.com/watch?v=LmW5McLF-Uk>

## **STRUCTURED ACTIVITIES**

Adults can explicitly teach students what **long** means and take them outside with yardsticks and chalk to draw a **long** line on the playground.

## **ART OR SCIENCE ACTIVITIES**

Students can draw a **long** racetrack using construction paper, pencils, markers, and any other available art supplies. Students can then use a toy car and race it along the **long** track and time how long it takes!

## **USE OF APPS OR OTHER TECHNOLOGY**

*Tarheel reader:* Users can create books about things that are **long** and short and learn about the difference between the two words. They can identify different objects that are **long** and short.

**WORD WALL:** Create a WordWall and add '**long**' 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: **Short**

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

COMMENT: (e.g., this is a **short** line)

ASK A QUESTION: (e.g., is this **short**?)

NEGATE: (e.g., it is not **short**)

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

#### **ROUTINES AND SCHEDULES**

**Circle:** Students can indicate that they want to only share for a **short** amount of time during circle time.

**Recess:** Students can indicate they want to take a turn with an object another student has for a **short** amount of time.

#### **PLAY**

During imaginative play, students can pretend to be hair stylists and pretend to cut each other's hair **short**.

## READING

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

The Short Giraffe by Neil Flory, courtesy of Storytime Train:

<https://www.youtube.com/watch?v=oy691g5yRE4>

This book is about Geri the giraffe who is the **shortest** giraffe ever! The Giraffes are all going to take a photo but Geri doesn't want to be cut out of the photo because of how **short** he is. The giraffes do everything they can to make Geri taller, but nothing is working. A caterpillar comes by and gives them some advice that makes all the difference!

Lady Pancake and Sir French Toast, Short & Sweet by Josh Funk, courtesy of Miss B: <https://www.youtube.com/watch?v=l0CWPf-18-k>

Lady Pancake and Sir French Toast are getting ready to host a tea party. They are hoping to make the tea party **short** and sweet so that nothing goes stale!

## SOCIAL INTERACTIONS AND VIDEO MODELING

While waiting for a turn on the playground, students can comment on how **short** the line is and that they don't have to wait for a long time.

## SENSORY MOTOR

Students can go down a **short** slide or hang from the monkey bars for a **short** amount of time to pair a sensory motor component to the meaning of this new word.

## VIDEOS, MUSIC, ANIMATED SHORTS

Long, Short opposites song by Dream English Kids, courtesy of Dream English Kids: <https://www.youtube.com/watch?v=pe7nVxkqSml>

Long and Short by Harry the Bunny, courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: [https://www.youtube.com/watch?v=8zEBPr\\_x-ig](https://www.youtube.com/watch?v=8zEBPr_x-ig)

Short vowel i courtesy of English4abc:  
<https://www.youtube.com/watch?v=ZY1ZRuEcah4>

YOUNG ADULTS:

Long story short by Taylor Swift, courtesy of Taylor Swift:  
<https://www.youtube.com/watch?v=rqQHa2HcGtM>

Short Song by Rob Scallon, courtesy of Rob Scallon:  
[https://www.youtube.com/watch?v=l\\_7yFoa0Alc](https://www.youtube.com/watch?v=l_7yFoa0Alc)

Short song by Real Friends, courtesy of real friends:  
<https://www.youtube.com/watch?v=4gs8wRfzLr4>

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what **short** means and take them outside with rulers and chalk to draw a **short** line on the playground. Students and adults can also go around the playground or classroom and identify objects that are **shorter** than them.

## ART OR SCIENCE ACTIVITIES

Using construction paper, colored pencils, stickers, and any other available art supplies students can draw a garden scene but make everything **short**, **short** trees, **short** flowers, **short** grass, etc..

## USE OF APPS OR OTHER TECHNOLOGY

*Tarheel reader:* Users can create books about things that are long and **short** and learn about the difference between the two words. They can identify different objects that are long and **short**.

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