

CORE WORD: **Small**

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

COMMENT: (e.g., that's **small**)

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

NEGATE: (e.g., not **small**)

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

ROUTINES AND SCHEDULES

Circle: Students can bring something **small** from home to share during show and tell.

Recess: Students can do a **small** jump on the playground to show their friends what '**small**' looks like.

Snack time: Students can indicate they want a **small** amount of food during snack time.

PLAY

During imaginative play, students can pretend to be baristas or servers at restaurants and give their friends **small** sized drinks or **small** sized food orders. Students can switch off who is the server and who is ordering.

READING

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

["Small, Medium, Large" by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#)

This is a great book not only for targeting "**small**" but also showing how many other words we have to describe size.

["Big and Small" by Elizabeth Bennet; illustrations by Jane Chapman; presented by Storybook Time.](#)

Big and **small** go out playing and need to help each other out with different things while they play.

Big Bear, Small Mouse by Karma Wilson, courtesy of Mrs. Clark's Reading Corner:
<https://www.youtube.com/watch?v=IDZALHocUMM>

This book is about big bear and **small** mouse and the different things they can do to help each other since they are so different in size!

A Small thing...but big! By Tony Johnston, courtesy of the StoryTime Family:
<https://www.youtube.com/watch?v=xc5cVyf5w98>

Lizzie has to overcome a big fear of hers with Cecile the dog. Lizzie is very scared, but she tries to make her big fear into a **small** fear and meet Cecile.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity. Students can share by saying “I get/have large, you get/have **small**”. You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change (“Now I get/have **small**, you get/have large”).

SENSORY MOTOR

Students can hold a **small** amount of marbles or beans in their hand to support the meaning of **small**.

VIDEOS, MUSIC, ANIMATED SHORTS

Big and Small Animals song, courtesy of Fun Kids English:

<https://www.youtube.com/watch?v=5kug3Q1F3BQ>

Five Little Ducks, courtesy of Farmees:

https://www.youtube.com/watch?v=OTUg_4TvCWY

Spread a little sunshine by Jack Hartmann, courtesy of Jack Hartmann:

<https://www.youtube.com/watch?v=E0lvFmXwxec>

Big and Small, courtesy of Super Jojo:

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

It's a small world (Disneyland ride) courtesy of EvanTubeHD:

<https://www.youtube.com/watch?v=iJFGAX77zw4>

YOUNG ADULTS:

Small Bump by Ed Sheeran: https://www.youtube.com/watch?v=A_af256mnTE

Small things by Jojo, courtesy of Jojo:

https://www.youtube.com/watch?v=Tq3SOKL3n_s

All the small things by Blink 182:

<https://www.youtube.com/watch?v=9Ht5RZpzPqw>

STRUCTURED ACTIVITIES

Students can go on a **small** scavenger hunt and find things all around the classroom and playground that are small. Adults can teach students what **small** means by showing them examples of small objects.

ART OR SCIENCE ACTIVITIES

Students can create a 'This is me when I was **small**' collage using baby pictures of themselves and any other available art supplies. When everyone is finished, students and adults can guess which baby picture belongs to who!

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebrainy by Zebrainy Limited is an app that also has a variety of games and puzzles, some of which focus on size.

WORD WALL: Create a WordWall and add '**small**' 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: **Medium**

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

COMMENT: (e.g., that's **medium**)

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

NEGATE: (e.g., not **medium**)

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

ROUTINES AND SCHEDULES

Circle: Students can bring something **medium** sized from home to share during show and tell.

Recess: Students can do a **medium** jump on the playground to show their friends what '**medium**' looks like.

Snack time: Students can indicate they want a **medium** amount of food during snack time.

PLAY

During imaginative play, students can pretend to be baristas or servers at restaurants and give their friends **medium** sized drinks or **medium** sized food orders. Students can switch off who is the server and who is ordering.

READING

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

[“Small, Medium, Large” by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#) This is a great book not only for targeting “**medium**” but also showing how many other words we have to describe size.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity. Students can share by saying “I get/have **medium**, you get/have small”. You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change (“Now I get/have small, you get/have **medium**”).

SENSORY MOTOR

Students can hold a **medium** amount of marbles or beans in their hand to support the meaning of **medium**.

VIDEOS, MUSIC, ANIMATED SHORTS

Teeny Tiny Valentine for You by the KiBoomers, courtesy of the KiBoomers:
<https://www.youtube.com/watch?v=SqYlr701PQA>

STRUCTURED ACTIVITIES

Students can go on a **medium** scavenger hunt and find things all around the classroom and playground that are small. Adults can teach students what **medium** means by showing them examples of small objects.

ART OR SCIENCE ACTIVITIES

Students and adults can decorate **medium** sized cups with stickers, paint, glitter, and any other available art supplies. Students can practice filling the cup up with sand, water, or anything else to further support the understanding of the word **medium**.

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebra by Zebra Limited is an app that also has a variety of games and puzzles, some of which focus on size.

WORD WALL: Create a WordWall and add '**medium**' 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: **Large**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "The **elephant** is large")

REQUEST: (e.g., "I want the **large** one")

RESPOND: (e.g., *Which one is **large** and which is small?* "That one is **large**")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can provide food items that have different sizes (apple slices, chips, etc.). The students can be afforded the choice of a small or a large piece. If an adult hand the student a small piece, the student can clarify by saying "I want a **large** one". For students working on more complex language forms, they can say "I want a **large** one instead".

PLAY

Toys and Games: Adults can find toys and games that provide the students with opportunities to describe them by size, such as Jenga or balloons. These are two things that can gradually get larger in size, so students can practice

commenting using morphological forms (“It is getting **larger!**” until they get to say, “it popped” or “it fell”).



Recess: If teachers have access to a variety of sized basketballs, balls for kickball, etc., students can use language to request a **large** or **small** ball for the game.

READING

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

[“Small, Medium, Large” by Emily Jenkins; illustrations by Tomek Bogacki; presented by Brookline Interactive Group.](#) This is a great book not only for targeting “large” but also showing how many other words we have to describe size.

[“Big and Small” by Elizabeth Bennet; illustrations by Jane Chapman; presented by Storybook Time.](#) Although this book doesn't focus on the word “large”, you

can use this to show how we can use different words to mean similar things, like “the bear is big and **large**.”

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate opportunities for students to share toys and materials by providing different sizes of whatever materials or objects are needed for a particular activity, for example, see art activity below. Students can share by saying “I get/have **large**, you get/have small”. You can take turns or set a timer for a few minutes and, when the time is up, have students swap and use their words to communicate the change (“Now I get/have small, you get/have **large**”).

SENSORY MOTOR

Adults can provide a variety of sensory toys and fidgets that come in different sizes (or colors, textures, etc.). Students can request specific toys/fidgets by using description words, including “**large**”.



VIDEOS, MUSIC, ANIMATED SHORTS

[“Learn Sizes” video activity by Little Prince J](#)

[“The Opposites Song” by KidsTV123](#)

Older students

[Backstreet Boys - Larger Than Life \(Official Music Video\)](#) Courtesy of Backstreet Boys

STRUCTURED ACTIVITIES

Adults can make a large chart with two columns, either on a whiteboard or using butcher paper/poster board. Adults and students can then create lots of pictures or gather objects that differ in size (planes, dinosaurs, ants, cars, etc.). Students can identify and describe objects that are small and put them in one column while identifying objects that are **large** they can place them in the other. If some students are practicing certain fringe vocabulary words, this can be a way to target that skill, as well.

ART OR SCIENCE ACTIVITIES

Try setting up a painting activity with different sized brushes. For some parts of the painting, students may need to ask for a small brush and at other times they can ask for a **large** brush.

USE OF APPS OR OTHER TECHNOLOGY

Sorting Puzzles for Kids-by-Kids Academy Co apps is an app on the Apple App store that focuses on sorting objects by all kinds of different factors, including size.

Zebraity by Zebraity Limited is an app that also has a variety of games and puzzles, some of which focus on size.

WORD WALL: Create a WordWall and add **'large'** 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 Wes Heidenreich @ heidenreichwes2@gmail.com. Thank you!

CORE WORD: **Excellent**

For Educators, Related Service Providers and Parents

PRESUMING COMPETENCE

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WAYS WE CAN USE THE WORD

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

COMPLEMENT: (e.g., you look **excellent**)

ASK A QUESTION: (e.g., isn't this **excellent**?)

NEGATE: (e.g., this is not **excellent**)

ROUTINES AND SCHEDULES

Circle: During a show and tell activity, students can take turns telling each other they did **excellent**, or that the object they brought to show was **excellent**.

Snack time: Students can comment on their food saying that it's **excellent**.

PLAY

Recess: During recess, students can take turns doing tricks with a soccer ball/basketball and take turns telling each other they did **excellent**.

READING

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

A Stick is an excellent thing by Marilyn Singer, courtesy of Theresa Shackelford:
<https://www.youtube.com/watch?v=Grgz2AeVYck>

This book is a collection of poems about outdoor play. There are many different poems about different **excellent** things that you can do when you play outside.

Excellent Ed by Stacy McAnulty, courtesy of Chesterfield Library:
<https://www.youtube.com/watch?v=OLvfFSE858c>

This book talks about the Ellis family and their children. All of the Ellis children are allowed to do different things and are all **excellent** at different things, except for Ed. As the book goes on, Ed thinks to himself that he must be **excellent** at something in order to get the same perks as the other Ellis children. What will Ed (don't worry, he's a dog) find out that he is **excellent** at?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about what makes an **excellent** friend. They can all make a list about what qualities they look for in an **excellent** friend. Adults can use this video by Rocking Dan the Teaching Man "What makes a good friend?" to help: https://www.youtube.com/watch?v=avHdx18pi_U

SENSORY MOTOR

Students can have a dance party and show off their **excellent** dance moves, after each student has gone they can say '**excellent**'. Students can also do a thumbs up to symbolize '**excellent**.'

VIDEOS, MUSIC, ANIMATED SHORTS

I Feel Good, courtesy of Christmas Songs and Carols - Love to Sing:
<https://www.youtube.com/watch?v=vm3z0gnHAQs>

Me! By Taylor Swift featuring Brendan Urie, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=FuXNumBwDOM> Adults and students can talk about how **excellent** they are just being themselves!

The Best Day by Taylor Swift, courtesy of Taylor Swift:
<https://www.youtube.com/watch?v=n0cde-Km05o>

Best Day of My Life by American Authors, courtesy of American Authors:
https://www.youtube.com/watch?v=Y66j_BUCBMY

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**excellent**' means, "excellent means over the top awesome. Food that tastes amazing or how you look in a beautiful new dress are things that can be described as **excellent**."

ART OR SCIENCE ACTIVITIES

Students and adults can create a 'Reasons why I'm **Excellent**' collage using pictures of the student, stickers, and any other available art supplies. Adults can help students write in reasons why they are **excellent**!

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Adults and students can use Tarheel reader to make different books about what they think is **excellent**. Students can then share with each other different things that they find **excellent**!

WORD WALL: Create a WordWall and add '**excellent**' 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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Thank you!