

CORE WORD: **Rest**

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 (these headers are all size 14)

REQUEST: (e.g., I want to **rest**.)

COMMENT: (e.g., They are **resting**.)

DESCRIBE QUANTITY: (e.g., The **rest** of the cookies are in the bag.)

GRIEVING: (e.g., **Rest** in Peace.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can teach the quantitative concept 'the rest' by modeling language such as, "You can have a few now, and the **rest** after you finish."

Circle: For classrooms that utilize morning check ins placing pictures or names of students "at school" or "at home," adults can ask questions such as, "Where are the **rest** of the students today?" Students can respond with the target word, location phrase, or gesture to "at home."

Nap time: Students can comment that it's time to **rest** during transition to nap time. If a student does not take naps, but plays quietly during nap time, adults can model language such as, "Shhh. Look, they are **resting**."

Clean up/Transition: Adults can model language such as, "I'm putting the **rest** of the blocks back in the bin."

PLAY

Toys and Games: Adults can encourage sharing and use of social language during play with tangible toys, modeling language such as, "Here, I will have some and you can have the **rest**."

Recess: Adults can over-exaggerate fatigue during gross motor activities on the playground, modeling language such as, "Wow! I need to **rest!**" while stopping to take a break.

READING

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

[Sleep is for Everyone Read Aloud -](#)

<https://www.youtube.com/watch?v=mhH5CJMO5UA>

[Take Care of Yourself- Getting Rest read aloud](#)

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can create short videos demonstrating quantitative concepts while sorting and counting various motivating and fun items. For example, while

demonstrating 1:1 correspondence up to 10 with cookies for a stuffed bear, the adult can model putting the **rest** of the cookies back in the jar to eat later.

Students can work on observing what others are doing around them, as well as present progressive verb form. Adults can ask questions and model/scaffold responses as appropriate. For example, "Look at Johnny. Is he **resting** or playing?" "Ooooooh *snoring sound*, he's resting."

SENSORY MOTOR

Adults can emphasize the concept of 'the rest' with qualitative parts of an object. For example, "The nose is wet, but the **rest** of the dog is dry." OR "This part is sticky, but the rest of the Band-Aid is soft."

VIDEOS, MUSIC, ANIMATED SHORTS

[Bruce Springsteen - Tougher Than the Rest \(Official Video\)](#)

https://www.youtube.com/watch?v=_91hNV6vuBY

["Not Like the Rest" Clip - Disney/Pixar's Coco](#)

https://www.youtube.com/watch?v=di2bCDqa_Ro

[Yo gabba gabba rest up song, Rocky and Rubble](#)

<https://www.youtube.com/watch?v=0P5iBMLCsCM>

[Kids vocabulary - Health Problems - hospital play - Learn English for kids, English Singing](#)

<https://www.youtube.com/watch?v=5xZYFPJ0fps>

[Linkin Park - Leave Out All The Rest \(Live iHeartRadio 2017\)](#)

<https://www.youtube.com/watch?v=pJEjtOav43s>

[SLEEPING vocabulary, GMH English](#)

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

STRUCTURED ACTIVITIES

Many students have 1:1 correspondence or quantitative concept goals. Adults can utilize motivating objects for counting and sorting objects by quantity. Some students are motivated to put objects in or take/dump objects out. Some examples of activities include:

- (adult has bag of several balls) Student gives one ball to a peer and throws the **rest** of the balls in a hoop.
- (adult presents four toy/crayon choices) Student chooses one toy/crayon and puts the rest in the bin or box.
- (adults present 2 farm animals and 6 water animals) Student identifies both animals that live on the farm and puts the rest in a water tub.

ART OR SCIENCE ACTIVITIES

During art/science projects, adults can model language such as, "I'm going to color the **rest** of my paper blue, like the sky," or "I'm putting the rest of the glitter on my paper," or "The rest of the water goes in the cup."

During Halloween or Day of the Dead, students can create different tombstones that say, "**Rest** in Peace."

USE OF APPS OR OTHER TECHNOLOGY

My Playhouse APP, Students can comment on a person who is sleeping or **resting**.

CALM APP, Students can request **rest** time for listening to soothing music, rainforest noises, or beach waves.

WORD WALL: Create a WordWall and add 'rest' 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 [Molly Hartzell @ molly.hartzell.mh@gmail.com](mailto:molly.hartzell.mh@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.

[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: **See you later**

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WAYS WE CAN USE THE WORD

SAY GOODBYE: (e.g., **See you later**, friends!)

SOCIAL EXCHANGE: (e.g., **See you later**, alligator!; In a while, crocodile!)

ASK QUESTIONS: (e.g., Can I **see you later**?)

NEGATION/DENY: (e.g., I'm so busy, I may not be able to **see you later** on.)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can practice saying goodbye to their peers (e.g., **See you later**, everyone!) at the end of a meal or snack instead of abruptly leaving the table.

Circle:

End of circle or for closing circle at the end of the day: Students can make a choice on a low-tech choice board or on their high-tech talkers between goodbye songs containing the phrase, "**see you later**" (e.g., After a While, Crocodile, See You Later, Alligator, etc.) or sing the same "See You Later" song daily as part of the routine.

PLAY

Toys and Games:

Students playing with puppets or figurines could practice greetings, interactions, and closing. One of the closings can be '**see you later.**'

Recess:

The teacher can stand at the doorway as the students exit for recess and say, "**See you later!**" Children can choose a reply from low-tech picture icons taped next to the door or on their talkers such as "In a while, crocodile," "See you soon!", "Later!", or "Goodbye!"

READING

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

[See You Later, Alligator](#), by Sally Hopgood | Read Aloud books for kids | Mr. M

<https://www.youtube.com/watch?v=c4OpwDhKoH0>

[See You Later, Alligator!](#), by Annie Kubler | Tasceai Churchwell

<https://www.youtube.com/watch?app=desktop&v=zYdK7fVTISs>

SOCIAL INTERACTIONS AND VIDEO MODELING

[Social Skills Video Modeling: Goodbye!](#) | Casa OT

SENSORY MOTOR

[Preschool Teaching Tips: How To Teach "See You Later, Alligator" by Super Simple Songs](#). (This song includes easy movements students can follow. At the end of the video, the instructor discusses how the group can be divided in, two and one group can sing, (See you later, Alligator), and the other group can sing, **BYE BYE BYE, BUTTERFLY**). Courtesy of Super Simple Learning

The instructor suggested adding an art activity, (creating a butterfly) to illustrate, 'bye bye butterfly.' Here's an art activity to support the activity.

[Coffee Filter Butterflies](#) Courtesy of One Little Project Materials: 2 coffee filters, markers, dropper, pipe cleaner. Please watch the YouTube video for the directions. Fun and easy!

Adults can model the use of such closings on students' talkers and utilize visuals.

VIDEOS, MUSIC, ANIMATED SHORTS

[After a While, Crocodile](#) | Super Simple Songs - Kids Songs

<https://www.youtube.com/watch?v=-EJGW7QVG2s>

[See You Later Alligator](#) | End of the Day Song for Kids | Jack Hartmann

<https://www.youtube.com/watch?v=l3jDgBKD9l0&t=20s>

[See You Later Alligator](#) | [Goodbye Song for Kids](#) | [The Kiboomers](#) | [Kindergarten](#) | [Baby Songs](#) Courtesy of the Kiboomers Music Channel

<https://www.youtube.com/watch?v=fTZp053gGt4>

Young Adults

[See You Later Alligator](#) | Bill Haley & His Comets | Loizos Loizou

<https://www.youtube.com/watch?v=1Hb66FH9AzI>

[See You Later \[My Hero Academia Comic\]](#) Midoriya says goodbye to Bakugou. Courtesy of Spatziline

[BLACKPINK 'See U Later' LYRICS \(Color Coded Lyrics\)](#) English Lyrics at bottom of video. Courtesy of Jaeguchi

ART OR SCIENCE ACTIVITIES

Students can make an alligator hand puppet to practice saying goodbye (e.g., **See you later!**) during play or as part of the class' structured activities.

USE OF APPS OR OTHER TECHNOLOGY

Google Slides collage: Adults can create a Google slide deck about greetings and closings taking screenshots or pictures of students' low or high-tech system and discuss how and when to say such greetings and closings. Role-playing could also occur. Fun.

Sock Puppets: The Sock puppets app provides a way for students to act out recorded dialogue. How it works: First, select your characters, then background, then props. Voila- you will see the puppets on the stage. Press the round 'record' button and as you move each puppet, it will record what is spoken. Once completed, hit the square 'stop' button and the sounds and puppet movement will play back. Adults and students can create the puppet shows together and act out conversations such as greetings and closings, ('see you later'). (Cost \$3.99)

YoPuppet: YoPuppet is an ingenious and easy to use puppet show creator and your face is in the show. (If you were a ventriloquist, (which I'm not-but wish I was), you could really amaze the students. How it works: Pick a character, then line your hand up with the hand symbol on the app and the puppet will sync with your hand movements so that you can create and record a puppet show. What a fun way to learn how to say, 'see you later.' (FREE).

WORD WALL: Create a WordWall and add '**see you later**' to the list.

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For specific questions or more ideas regarding this core word Activity Sheet, please contact Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a "core word" focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist @ michaelasullivan2@gmail.com.

Thank you!