

## CORE WORD: **Hers**

### For Educators, Related Service Providers and Parents

#### **Recasting**

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

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

INDICATE OWNERSHIP (e.g., This seat in the middle is **hers**.)

GIVE A COMMAND (e.g., Give it back. It's **hers**.)

ASK QUESTIONS (e.g., Which car is **hers**?)

EXPRESS ADMIRATION (e.g., **Hers** is the best costume.)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** When passing snack time items such as utensils and cups, adults can direct students to place items at specific table settings using phrases such as, "Can you please put that at Maria's spot? It's **hers**." Adults can also ask, "Whose is the blue cup?" and students can answer, "It's **hers**."

**Circle:** During Circle Time, adults can ask students to recall which items belong to which student in a memory game format. Adults can model the target word by saying, "Which name card is Beata's? **Hers** is the blue card." For practice utilizing the word, adults refer to desks, jackets, lunchboxes in the classroom and ask, "Which coat is Megumi's?" to which students can respond, "That green coat is **hers**."

## PLAY

**Toys and Games:** When playing board games, adults can model the target word for students when handing out tokens and game pieces using sentences such as, "I'm giving the green token to Nuala. The green token is **hers**." While playing the game, adults can ask the group, "Whose turn is it?" and students can respond, "It's **hers**."

**Recess:** On the play structure, adults can note whose turn it is to go down the slide, swing on the bars, jump rope, or ride the tricycles by asking, "Whose turn is it? It's Rosie's. It's **hers**."

## READING

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

*The Hat* by Jan Brett, video courtesy of Children's Book Read Aloud:

<https://www.youtube.com/watch?v=c7pczdfznwk>

When reading the story, the adults can comment, "The hedgehog found a woolen stocking. The stocking doesn't belong to Hedgie. It's Lisa's. It's **hers**." while referring to the picture of Lisa in the page's sidebar. This same structure can be used with the other animals and the clothing they find. "The dog found a sweater. The sweater belongs to Lisa. It's **hers**." In the final pages, when the animals are wearing Lisa's clothes, the adult can ask the student, "Whose stocking is this?" to which the student can practice replying, "It's **hers**," while pointing to Lisa running after the animals wearing her clothes.

*Amazing Grace* by Mary Hoffman courtesy of Children's Read Aloud Story:

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

While reading the story, the adult can discuss the pictures and incorporate the target word **hers**. "Do you see the cat? The cat belongs to Grace. It's **hers**." "The red boots are **hers**." Adults can also use the target word **hers** to refer to more abstract concepts. "Grace's classmates chose her to be Peter Pan in the play. The role of Peter Pan is **hers**!" "Nana taught Grace that she can be anything she wanted. The future is **hers**."

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can practice using **hers** when talking about peers' belongings, ideas, and experiences.

"The rainboots with the ladybugs are **hers**."

"The artwork with all the beautiful colors is **hers**."

"Sofia suggested we volunteer to clean up the bay shore for our class project. The idea was **hers**."

## **SENSORY MOTOR**

During tabletop sensory motor activities, adults and students can talk about each student's work using the target word **hers**: "Mia made a bracelet with blue and yellow beads. The blue and yellow bracelet is **hers**."

Students and adults can play a version of musical chairs with a variety of chairs. After the music stops and the students sit down, adults can say, "Adriana was able to find a seat. The blue stool is **hers** this round." Or "Mae sat down. **Hers** is the wooden chair."

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

*Soar* is a short, animated video by Alyce Tzue at TheCGBros about a young girl and a tiny pilot who has crashed and needs help getting back in the air.

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

This video has no dialogue. While watching the video, adults can model the use of **hers** with comments such as:

"She's going to try to make that model plane fly. The plane is **hers**."

"Those drawings on the table are **hers**."

"The idea to use the pencils to fix the plane was **hers**."

"The sketches he uses to fly at the end are **hers**."

For older students, *One Small Step* is a touching short, animated story about a father and daughter. The story deals with themes of death and regret so may be best suited to students who are in middle school and above.

*One Small Step* by TAIKO Studios.

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

Adults can model the target word **hers** while watching the video:

“There are six candles on the cake. The birthday cake is **hers**.”

“Her father gave her the box. The present is **hers**.”

“She has a helmet and her father has a helmet. The small helmet is **hers**.”

“Look at all the narrow houses. **Hers** is the house with all the steps.”

“Do you see all the shoes in the entry way? The broken sandals are **hers**.”

“Look at all those shoes in the box. Those are all **hers!**”

“The spaceship is **hers!**”

## **STRUCTURED ACTIVITIES**

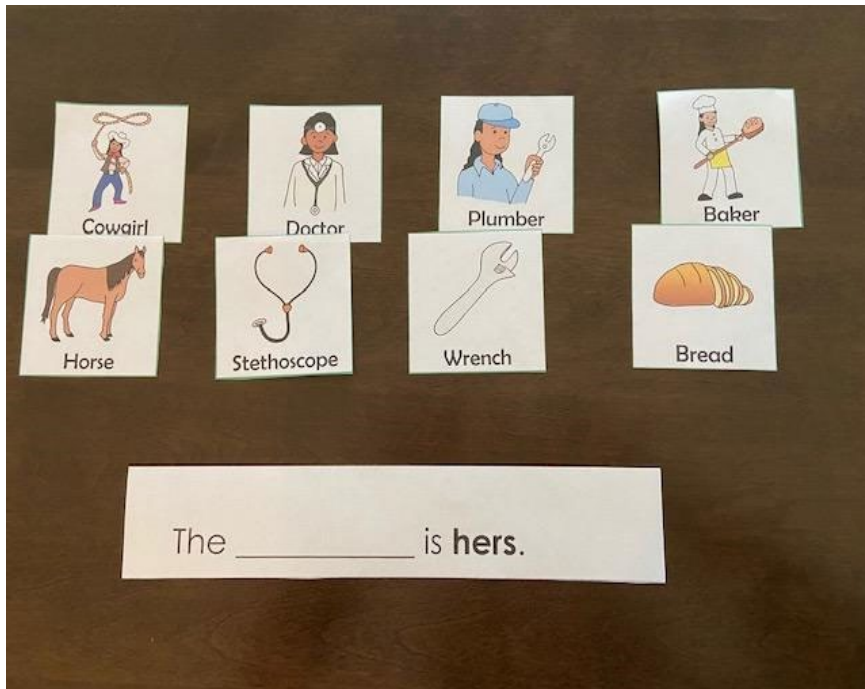
Make flashcards with familiar people and the objects often associated with them. In order to increase interest, you can incorporate popular characters for your target age group such as:

Hermione Granger from *Harry Potter* and her wand

Katniss Eberdeen from *The Hunger Games* and her bow and arrow

Maleficent from Disney's *Sleeping Beauty* and her horns

Present the characters and each object associated with them and teach the word **hers**:

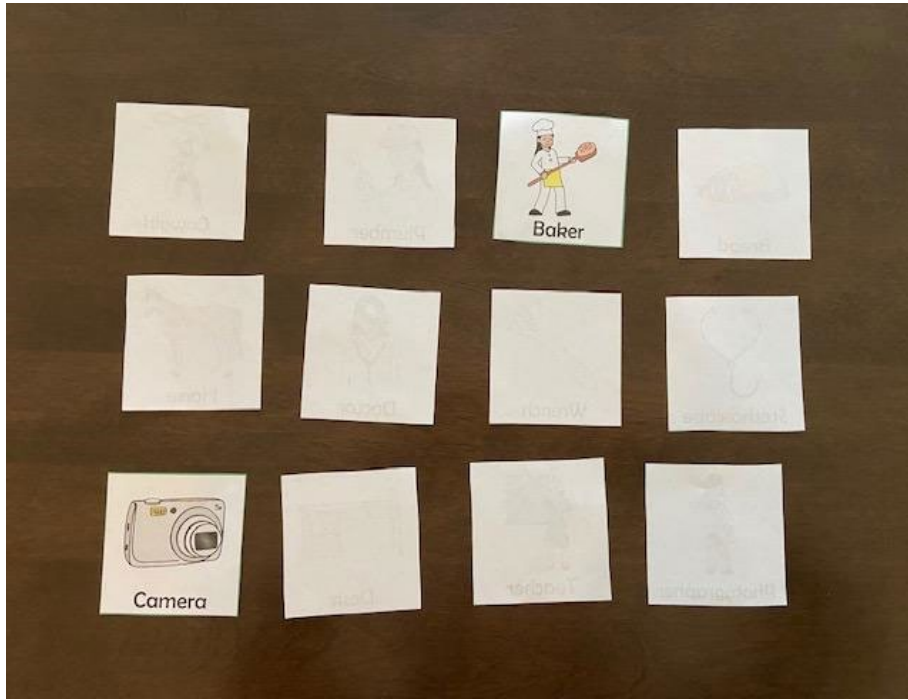


“The plumber has a wrench. The wrench belongs to the plumber. The wrench is **hers**.” Be sure to model the target word on the AAC device.

Adults can next place each figure on the table and place the associated objects in a bag or box. The adult can draw the objects one by one and have the students place the object with the correct character while modeling and encouraging the students to express the target word. “The horse is **hers**.”



Lastly, play a memory game with the characters and their associated objects. While turning over the pair of cards, adults or students can say, “The bread is not **hers**.” “The stethoscope is **hers**.” “Hermione has a wand. The wand is **hers**.”



The flashcards in this section were made using LessonPix Custom Learning Materials found at LessonPix.com.

## **ART OR SCIENCE ACTIVITIES**

Students can match baby animals with their mothers for a variety of animals: “The foal/duckling/calf/etc. is **hers**.” Students can match pictures of baby animals with their mothers or find and talk about mothers and their babies while looking at books and pictures of farm scenes and while watching nature videos.

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

*Abitalk Pronouns* from AbiTalk Incorporated provides structured practice for pronouns. You will need to purchase the full version at \$2.99 to access the possessive pronouns. The free version allows access to personal pronouns only.

Resource: Lesson Pix at (LessonPix.com) Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities with a subscription to *LessonPix.com*. The cost is \$36 per year.

**WORD WALL:** Create a WordWall and add **'hers'** 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 Moira Ikeda at [mikeda@smfc.k12.ca.us](mailto:mikeda@smfc.k12.ca.us).

Thank you!

## CORE WORD: **His**

### For Educators, Related Service Providers and Parents

#### **Recasting**

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

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

Describe (e.g., "**His** hair is brown")

Request (e.g., "I want **his** card")

Comment/compliment (e.g., "I like **his** shirt")

Protest/correct (e.g., "*Is this her toy?*" "No, it's **his** toy")

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Each day adults and students can rotate volunteers who hand out lunch boxes and snacks. Adults can hand a lunchbox to the helper, one at a time, and ask, "whose is this?". Students can point and say, "this is **his**". You can also use this activity to practice other pronouns (her, you, they), as well as practice names.

**Circle:** Using pronouns to identify friends at circle time is a great way to give each other compliments, while also combining the target pronoun with other core words to describe someone. You can use a simple sentence starter, such as "I like \_\_\_\_ \_\_\_\_" and go around to each student and let them fill in the blanks. "I like **his** glasses". You can also target other pronouns, such as her, you, and they.

#### **PLAY**

**Toys and Games:**





Guess Who?! Guess Who is a fantastic game for practicing language skills, particularly describing. Because the other player cannot see what is being described, the student has to rely completely on their language skills. Also, kids love flipping down those little plastic card stands, so it is super motivating. Students can ask, “are his eyes green?” and students can also correct and describe, “no, his eyes are brown”.

### **Recess:**

Recess is a great time for practicing sharing and language can be a helpful way to keep track of who's turn it is to use which toy or play structure equipment. Adults can stand near the front of the line and ask, “who's turn is it?” and students can respond “it's **his** turn”.

### **READING**

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

[“They She He Me: Free to Be!” by Maya Gonzalez and Matthew SG; read aloud by the Disability Pride Philadelphia YouTube channel.](#) This is a fantastic children's book that not only helps provide a tool for targeting the use of gender pronouns, but it also helps discuss gender fluidity with younger kids.

[“Pete the Cat: I Love My White Shoes” by Eric Litwin with illustrations by James Dean; read aloud by the Whiteboard Entertainment Studios YouTube channel.](#) Throughout this book, the line “what color are his shoes?” is asked to the kids. They can answer, “**his** shoes are red!”

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can practice sharing by asking for a turn with another student's toy or activity (“I want to use **his** toy now”)

## **SENSORY MOTOR**

Adults can create a reusable sensory board or poster with a silly character. Make his clothes, hair, shoes, etc. out of different materials. Students can feel different parts of the board/poster and describe how it feels (“**His** shirt feels fuzzy”, “**His** shoes feel sticky”).

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

[“Possessive Pronouns” video by The Infinite Academy.](#) This video is about all possessive pronouns, not just **his**, and it is more structured.

## **STRUCTURED ACTIVITIES**

Adults can show pictures or videos with people and their different possessions (clothes, toys, books, etc.). These can easily be found on Google Image search or even by using picture books. To quickly assess current levels of comprehension, adults can prompt the student to “show me her shoes. Show me **his** shoes”.

## **ART OR SCIENCE ACTIVITIES**

Adults can set up art or science activities that require different students to have different tasks or jobs. Students can practice assigning roles by saying “**His** job is here” or “Her job is here” and assigning them to a station or table.

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

[Pronouns by Teach Speech Apps.](#) This app covers all pronouns, not just **his**. This app has a very “test” feel to it, so I would recommend using it sparingly.

**WORD WALL:** Create a WordWall and add '**core word in bold**' 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](mailto:Wes.Heidenreich@gmail.com).  
Thank you!

## CORE WORD: **SHARE**

### For Educators, Related Service Providers and Parents

#### **Recasting**

Recasting is a helpful strategy that assists individuals who use AAC gain expressive grammar, syntax, and vocabulary. When the communication partner immediately responds to utterances by modeling or 'recasting' a more expansive version of their message, (e.g., STUDENT: "want crackers" ADULT: "I want more crackers, please."), this provides a dynamic interaction where there is no expectation of repetition. It is recommended that the strategy of RECASTING is utilized frequently and vocally emphasized by changes in loudness and pause time. (Parker, 2012).

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

DIRECT OTHERS (e.g., **share** with me/other person)

ASK QUESTIONS (e.g., can you **share**? More to **share**?)

REJECT (e.g., no **share**!)

GIVE INFORMATION (e.g., **share** a story; **share** what happened)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults must make sure to take note if any students have food allergies before proceeding with this idea. Students can **share** what they are eating or adults can give a handful of a snack to one student and instruct them to **share**. It will be fun if everyone has different snacks. Adults can give an example by saying "**share** with me" or "**share** with Nathan". "Now you tell me, who should I **share** it with?"

Adults can explicitly teach that in another context, **sharing** occurs often during mealtimes while family members or friends engage in conversation. Everyone at the table can **share** or tell each other about what they did during the day.

**Circle:** Students can go around in the circle and **share** one thing they learned or one thing they did/will do over the weekend, the day of, yesterday or tomorrow.

#### **PLAY**

**Toys and Games:** Students can play a version of "hot potato" where the goal of the game is to not be "it". The person who is "it" is the one who is holding the

item at the end of the game. Students will then learn the idea that **sharing** can be good.

**Recess:** Students can play hopscotch and will need to bring chalk out to the playground. Adults can instruct students to **share** the chalk and that they will have to draw one half and the other student has to draw the other half of the hopscotch sketch.

## READING

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

[Llama Llama Time to Share By Anna Dewdney | Children's Book Read Aloud | Lights Down Reading](https://www.youtube.com/watch?v=OTR9aV3bIWU)

<https://www.youtube.com/watch?v=OTR9aV3bIWU>

[Sharing is Caring Story for kids | Fun n Learn Channel](https://www.youtube.com/watch?v=glCsKhw-ybs)

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

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can explicitly teach students that **sharing** does not necessarily mean food or toys. It can also mean **sharing**: information, responsibilities such as when a group of people work together on a project or game, stories, secrets, jokes, ideas, advice, or happiness. Students can then choose one type of social interaction to **share** from above.

## SENSORY MOTOR

Students and adults can cook or bake food that require the hands to mold or shape food items or mix/go in circles to provide visual sensory input. Food ideas may include mixing batter, making dumplings, or rolling meatballs. Students and adults will have to **share** the responsibility and **share**/pass items to make the desired food.

## VIDEOS, MUSIC, ANIMATED SHORTS

[The story of "SHARING IS CARING" Animated Short by Abdul Wahab](#)

<https://www.youtube.com/watch?v=Nc1AxUEAHRU>

A story about if you **share** with someone, you might get something in return. The story is also about sharing without any expectations because someone else might need it more than you realize.

[Sharing Song | CoComelon Nursery Rhymes & Kids Songs](#)

<https://www.youtube.com/watch?v=96fq4YmYjzQ>

## STRUCTURED ACTIVITIES

Adults can ask the student's parents ahead of time to either send a picture or a physical object that represents a remnant of the weekend. Students can **share** a story about that picture or object. Adults can have a visual support template that helps answer wh-questions (i.e., "what" it is or "what" did they use it for, "where" they might've played/used this object, etc.)

For example, the adult can bring a picture. The adult can say, "Today, I am **sharing** a picture of my family and our meal. We **shared** fish and got super full. I love **sharing** food with my family."

## ART OR SCIENCE ACTIVITIES

Students and adults can paint a picture together. Teach the idea of **sharing** by grabbing paper and painting supplies. After deciding what to draw, **share** the art tools you're both using. Ask your student to **share** the paintbrush with you and to **share** a color of paint.

Source: [How To Teach A Toddler To Share With 6 Easy Activities](#)

## USE OF APPS OR OTHER TECHNOLOGY

**Sharing** with Duckie Deck by Duckie Deck Development,  
<https://appsto.re/us/la7ql.i>

"The games teach kids that sharing is caring, while training and applying deductive reasoning skills. It encourages sharing of foods and toys."

**Turn Taker – Social Story & Sharing Tool** by Touch Autism,  
<https://appsto.re/us/i44aQ.i>

"Turn Taker uses visual and audio cues to facilitate turn taking and sharing for any child. The app also includes an illustrated social story about game play and

sharing. This app has been used successfully with a variety of young children who find it difficult to share.”

**WORD WALL:** Create a WordWall and add ‘**SHARE**’ 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 Samantha (Sam) Lin @[slin18@mail.sfsu.edu](mailto:slin18@mail.sfsu.edu). Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories! Thank you!

## CORE WORD: **Beautiful**

### For Educators, Related Service Providers and Parents

#### RECASTING

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#### WAYS WE CAN USE THE WORD

DESCRIBING (e.g., She looks **beautiful**.)

COMMENT (e.g., That is **beautiful**.)

SHARE INFORMATION (e.g., I saw **beautiful** flowers on my way to school.)

NEGATION/DENY (e.g., This is not **beautiful**.)

GOSSIP (e.g., She thinks she is so **beautiful**.)

TELL SECRETS (e.g., That boy told her she was **beautiful**.)

ASK A QUESTION (e.g., What do you see that's beautiful?)

GAIN ATTENTION (e.g., Hey, **beautiful!**)

#### ROUTINES AND SCHEDULES

**Getting dressed:** Adults can model confidence when looking in the mirror saying, "I look **beautiful** today and every day."

**Mealtimes:** Adults can model showing gratitude when meals are served (ex. Wow, thank you. This food looks **beautiful**.).

**Circle:** During weather time, students can comment on if it is **beautiful** outside or if it is yucky outside. Adults can model that both rain and sunshine can be beautiful.



## PLAY

**Animal figures:** Students can increase their descriptions of animals beyond concrete concepts to include subjective language like **beautiful** or scary.

**People figures:** Adults can model during pretend play that the family/man/woman/person/baby is **beautiful**. Adults should smile and show expression and positive inflection while modeling the word, adding interjections like, “aw” and “wow” to emphasize.

**Blocks/Magna Tiles/Building materials:** Students can build **beautiful** parks, castles, houses, flowers, etc. Adults can model concrete descriptions and add on that the project is beautiful also.

**Recess: Pretend Play:** Adults can model and participate with students in pretend play about a variety of scenarios (ex. Prince and princess, animals in the big ocean, a shopping spree). Adults can model role playing language like, “I’m a **beautiful** dolphin. Watch me swim!” or “I want to buy \*this\* shirt because it’s so beautiful!”

## READING

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

**Beautiful** by Stacy McNulty, courtesy of Jennifer McNulty Werber:

[https://www.youtube.com/watch?v=d6AFU3DXy-c&ab\\_channel=JenniferMcNultyWerber](https://www.youtube.com/watch?v=d6AFU3DXy-c&ab_channel=JenniferMcNultyWerber)

This book is about different **beautiful** girls and what it means to be **beautiful**, not in the physical way they look, but by what they do and what they believe in.

The Rainbow Fish by Marcus Pfister, courtesy of StoryTime at Awnie’s House:

[https://www.youtube.com/watch?v=Z3cmddZh6t8&t=243s&ab\\_channel=StoryTimeatAwnie%27sHouse](https://www.youtube.com/watch?v=Z3cmddZh6t8&t=243s&ab_channel=StoryTimeatAwnie%27sHouse)

This book is about a **beautiful** fish that swims around the ocean and doesn’t understand why other fish don’t want to be friends with him when all he does is talk about how **beautiful** he is. As he gets to understand the other fish, he realizes that everyone can be **beautiful**.

Maybe Something **Beautiful**: How art transformed a neighborhood by F. Isabel Campoy and Theresa Howell, courtesy of Learning Tree T.V.:

[https://www.youtube.com/watch?v=8lzM\\_zVHKw0&ab\\_channel=LearningTreeTV](https://www.youtube.com/watch?v=8lzM_zVHKw0&ab_channel=LearningTreeTV).

This book is about a girl who makes artwork and give it out to her neighbors. An artist sees her doing this and says they should create artwork on the walls in their neighborhood to create a colorful and **beautiful** environment.

**Beautiful** Oops! By Barney Saltzberg, courtesy of Mrs. Conlin Art teacher:  
[https://www.youtube.com/watch?v=8C3JAblkBds&ab\\_channel=Mrs.ConlinArtTeacher](https://www.youtube.com/watch?v=8C3JAblkBds&ab_channel=Mrs.ConlinArtTeacher)

This book is about how accidents can turn into something **beautiful**. Especially with art and it can start with something as small as a rip in a piece of paper.

**Beautiful** Wonderful Strong Little Me by Hannah Carmona Dias, courtesy of Happy Cultivated:  
[https://www.youtube.com/watch?v=XWdyQAUcedM&ab\\_channel=HappyCultivated](https://www.youtube.com/watch?v=XWdyQAUcedM&ab_channel=HappyCultivated)

This book is a self-confidence book for kids. It shows that everyone is **beautiful** even if they don't look like what is seen on T.V. or in magazines.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can practice giving compliments to others by noting that they have drawn a **beautiful** picture, or that they are wearing beautiful earrings. Adults should model a variety of examples of beauty aside from physical aspects and perfection. It's important to emphasize that there is beauty in all types of things.

## **SENSORY MOTOR**

Adults can play music and encourage students to dance. Adults can model that the dance moves are **beautiful**, using props like ribbons or scarves.

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

A **beautiful** day, start of the day song by Jack Hartmann, courtesy of Jack Hartmann Kids Music Channel:  
[https://www.youtube.com/watch?v=cswroZoOjv8&ab\\_channel=JackHartmannKidsMusicChannel](https://www.youtube.com/watch?v=cswroZoOjv8&ab_channel=JackHartmannKidsMusicChannel)

It's a **beautiful** day, spring/summer song by The Singing Walrus, courtesy of The Singing Walrus – English Songs for Kids:

[https://www.youtube.com/watch?v=lw8FddcckQ&ab\\_channel=TheSingingWalrus-EnglishSongsForKids](https://www.youtube.com/watch?v=lw8FddcckQ&ab_channel=TheSingingWalrus-EnglishSongsForKids)

You are so **beautiful** to me Scene from The Little Rascals, courtesy of Movieclips:

[https://www.youtube.com/watch?v=VC0PPBrYBco&ab\\_channel=Movieclips](https://www.youtube.com/watch?v=VC0PPBrYBco&ab_channel=Movieclips)

Young adults:

Scars to Your **Beautiful** by Alessia Cara, courtesy of Alessia Cara:

[https://www.youtube.com/watch?v=MWASeaYuhZo&ab\\_channel=AlessiaCaraVEVO](https://www.youtube.com/watch?v=MWASeaYuhZo&ab_channel=AlessiaCaraVEVO)

**Beautiful** by Bazzi featuring Camila Cabello, courtesy of Bazzi:

[https://www.youtube.com/watch?v=Uk1hv6h7O1Y&ab\\_channel=Bazzi](https://www.youtube.com/watch?v=Uk1hv6h7O1Y&ab_channel=Bazzi)

**Beautiful** by Christina Aguilera, courtesy of Christina Aguilera:

[https://www.youtube.com/watch?v=eAfyFTzZDMM&ab\\_channel=CAguileraVEVO](https://www.youtube.com/watch?v=eAfyFTzZDMM&ab_channel=CAguileraVEVO)

**Beautiful** Girls by Sean Kingston, courtesy of seankingston:

[https://www.youtube.com/watch?v=MrTz5xjmso4&ab\\_channel=seankingstonVEVO](https://www.youtube.com/watch?v=MrTz5xjmso4&ab_channel=seankingstonVEVO)

You're **Beautiful** by James Blunt, courtesy of James Blunt:

[https://www.youtube.com/watch?v=oofSnsGkops&ab\\_channel=JamesBlunt](https://www.youtube.com/watch?v=oofSnsGkops&ab_channel=JamesBlunt)

What Makes You **Beautiful** by One Direction, courtesy of One Direction:

[https://www.youtube.com/watch?v=QJO3ROT-A4E&ab\\_channel=OneDirectionVEVO](https://www.youtube.com/watch?v=QJO3ROT-A4E&ab_channel=OneDirectionVEVO)

## STRUCTURED ACTIVITIES

Adults can teach that if something is **beautiful**, it makes you happy when you see it, smell it, touch it, or experience it. Different people think different things are beautiful. Adults can show a variety of pictures or objects and ask students if they think it is beautiful. This gives students an opportunity to understand differences in each other's minds and that beauty is personal.

## ART OR SCIENCE ACTIVITIES

Any art project is an opportunity to model the word **beautiful**! Whether a student is looking proud or disappointed, adults have the opportunity to give them

reassurance or encouragement by modeling that their work is **beautiful**. Adults can model verbally or using the student's communication system.

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

*Happy Color*: This app can be used to color by numbers. The user can create **beautiful** pictures in this app.

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