

CORE WORD: **Own**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I **own** this)

ASK QUESTION (e.g. do you **own** this?)

COMPLEMENT (e.g. you **owned** the dance floor)

NEGATE (e.g. I don't **own** this)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can take ownership of their snack and indicate that they “**own**” their food.

Circle: Students can bring an object that they “**own**” to circle time and tell the class about it.

PLAY

Toys and Games: During imaginary play students can pretend to go shopping and explain to their friends that they “**own**” their new toys.

READING

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

A color of his **own** by Leo Lionni, courtesy of Armagan Citak:

https://www.youtube.com/watch?v=Y8rab-HcTN0&ab_channel=ArmaganCitak

This book is about how different animals have a color of their **own**. Chameleons, however, do not have a color of their **own**. They borrow colors from other animals to be an extremely colorful animal.

I'll do it, taking responsibility by Brian Moses and Mike Gordon, courtesy of Marissa Rivera Read Aloud Books:

https://www.youtube.com/watch?v=YpJKWcl6CL8&ab_channel=MarissaRiveraReadAloudBooks

A rainbow of my **own** by Don Freeman, courtesy of Mrs. Clark's Reading Corner:

https://www.youtube.com/watch?v=QWn7HAXc9p8&ab_channel=Mrs.Clark%27sReadingCorner

This book is about a boy who wants to catch a rainbow and call it his **own**. As he goes around trying to catch the rainbow, he ends up finding special moments in his everyday world.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can let others know that they would like to do a task independently (e.g. “I want to do this on my **own**”).

SENSORY MOTOR

Students and adults can jump on a trampoline. While they are jumping, they can talk about if they are jumping with someone's help, or they are jumping on their **own**. This can be expanded to other preferred sensory motor activities as well.

VIDEOS, MUSIC, ANIMATED SHORTS

Sight word practice Own, courtesy of First Grade Hyde-Addison:

https://www.youtube.com/watch?v=yzdmwJAMPEQ&ab_channel=FirstGradeHyde-Addison

We Own the Night from Zombie 2, courtesy of DisneyMusic Vevo:

https://www.youtube.com/watch?v=ny7liPvLTe8&ab_channel=DisneyMusicVEVO

On my Own by Jaden Smith, courtesy of Jaden Smith: [Jaden Smith - On My Own \(CLEAN\) BEST ON YOUTUBE](#)

On My Own by Ross Lynch from Teen Beach Movie 2, courtesy of DisneyMusicVevo:

https://www.youtube.com/watch?v=ZFRMOG82SF0&ab_channel=DisneyMusicVEVO

Own my Own by Patti LaBelle featuring Michael McDonald, courtesy of Patti LaBelle:

https://www.youtube.com/watch?v=KsH63qJlMM&ab_channel=PattiLaBelleVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students what “own” means using the following few videos.

[On one's own Meaning courtesy of SDictionary](#)

Own Meaning - courtesy of SDictionary:

https://www.youtube.com/watch?v=iyE7Oicyc8I&ab_channel=SDictionary

ART OR SCIENCE ACTIVITIES

Students and adults can create an “On my **own**” collage that includes photos of students doing tasks independently (e.g. putting shoes on, zipping backpack, etc..).

USE OF APPS OR OTHER TECHNOLOGY

My Play Town: This app can be used to talk about how after items are purchased in the town, they are **owned** by who purchased them.

WORD WALL: Create a WordWall and add 'own' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#)

Thank you!

CORE WORD: **Touch**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

REQUEST (e.g. Please, do not **touch**)

QUESTION (e.g. Have you kept in **touch**? Can I **touch** it?)

INSTRUCT (e.g. **Touch** the home button.)

COMMENT (e.g. I can **touch** my toes. I've lost my **touch**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word on a device and with their voice during snack and mealtimes by asking students to touch certain items (e.g. Touch your fruit snacks! Touch the fork!) Additionally, adults can discuss what students touch during mealtime (e.g. We touch our lunchbox when we pick it up. We touch our sandwich when we take a bite). Students can practice the core word "**touch**" to indicate what they touched during lunch, with scaffolding and support. Adults can ask, model, and use aided language stimulation with the core word (e.g. Adults can ask, "what things did you touch

during lunch? Students can respond, “I touch(ed) my lunch, snack, drink, table, etc.).

Circle: Adults can incorporate the core word, **touch**, during circle time, by asking students to do an alternative move to raising their hand to ask a question. For example, the adult could say, “When you want to talk, touch your head” while modeling their hand touching the top of their head. Or adults can prompt students to raise their hands high, like they want to touch the ceiling.

Additionally, adults can model and emphasize the core word when going over the daily circle time materials. For example, if reviewing what day of the week it is, the adult can ask the student to **“touch”** the day of the week on the board (e.g. It is Thursday! Can you come touch the word Thursday on the board?). Students can also be prompted to use the core word to explain what answer they selected with scaffolding and modeling (e.g. I touch red!)

Adults can also provide students with a prompt to **touch** something to indicate they are listening or ready to move onto the next activity. For example, adults can say, “touch your nose if you can hear my voice” or “touch your chin if you are ready for P.E.”

PLAY

Toys and Games: Students can **touch** what toy or game they would want to signal the preferred object to the adult. Adults can provide options for a student and then prompt the student to, “Touch the toy you want to play with today” or “I see you touching the doll, does that mean you want to play with the doll?”

Duck, Duck, Goose: Students can play Duck, Duck, Goose. The name of the game can be modified to include the core word, “Touch Touch Goose!” Adults can model the core word as the students play, “Oh they touched his head but did not say Goose” or “Make sure you touch the person with your hand.” The game may be adapted based on student needs. For example, if a student uses a wheelchair, the adult can move the wheelchair around the circle and model “duck” and “goose” for the student or student can use their own choice of words on their device instead of “duck” and “goose.” Then, peers can be asked to go around the circle twice to compete for the spot, instead of chasing the student in the wheelchair.

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model the core word and prompt students to “**touch**” different body parts, clothing, accessories, etc. on the toys (e.g. Can you touch their nose? Can you touch their shoes? Touch your favorite one.)

Simon Says: The adult can play a modified game of Simon Says in which all the instructions include the core word, **touch**. The students can be given instructions such as: Simon Says, touch your nose. Simon Says, touch your toes! The students can also be instructed to describe what they are doing using different forms of communication including AAC. Students could also be given the opportunity to provide instructions. Challenge the student to give instructions that feature the core word, touch. Adults can assist the student with giving instructions using the core word (e.g. First, say touch, now choose a body part from your page!).

Cup Shuffle: Adults can take three cups and place a small object underneath one of the cups. Then, adults can tell students to focus on the cup with the ball. Then, adults can shuffle the cups around and ask the student to “**touch** the cup with the ball.”

Older Students

Board Games: Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g. Did you touch my piece? Do I touch my piece down here?!).

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. What did I take - can you **touch** the spot where it used to be?). Adults and students can switch roles, and students can then take away an object while the adult has their eyes closed and use the core word in their questions too.

Paper Football: Use a game of paper football, to provide opportunities for student to use the word touch when they score a point, touch down!

Recess

At the start of recess, students can be asked to touch something before they leave for recess (e.g. When you go to recess, touch my hand, and give me a high five! On your way to recess, touch the picture on the door!)

Tag: Adults can model the word, **touch**, for students in a game of tag (e.g. If they touch you, you're it! Don't let them touch you! Run, touch them!) Students can practice using the word during game play (e.g. I'm going to touch you!)

Touch and Go: Adults can have students go to different places on the playground, **touch** them, and come back as an activity to get their bodies moving (e.g. Touch the slide and come back! Go touch the basketball hoop and come back!)

READING

While reading any book with a student, adults can use the core word to prompt students to identify things. For example, the adult can ask the student to, "**touch** the dog in this picture"

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

I Can Touch by Julie Murray, courtesy of Its Reading Time:

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

This book describes the sense of touch and different things we feel through our sense of touch.

Soft and Smooth, Rough and Bumpy: A Book About Touch by Dana Meachen, courtesy of 图书馆Library: <https://www.youtube.com/watch?v=o-6UES5tgLc>

This book goes into detail about our sense of touch and how it works, describing anatomy and physiology.

Don't Touch This Book! By Bill Cotter, courtesy of Shon's Stories:

<https://www.youtube.com/watch?v=AaoouygWR8A>

This book features a monster who has a book and gets to decide who gets to play. The book has instructions for playing on the pages by touching your finger to the page and performing actions such as, swirling your finger around.

Press Here by Herve' Tullet, courtesy of ReadingsFun:

<https://www.youtube.com/watch?v=yg0oV-dyhG4>

This book provides prompts for students to touch the page to make different things happen.

Don't Touch My Hair by Sharee Miller, courtesy of Sankofa Read Aloud:

<https://www.youtube.com/watch?v=O1fXaBoCb4>

This book tells the story of a girl named Aria. She describes her beautiful hair and how she can style it. She discusses how people love her hair so much that they want to touch it, but she does not like when people touch her hair.

Look, Listen, Taste, Touch, Smell by Pamela Hill Nettleton, courtesy of Kasey Cooney: <https://www.youtube.com/watch?v=GNqe-6QAew0>

This book discussed all the five senses, including the sense of touch.

Giraffes Can't Dance (Touch and Feel Book) by Giles Andreae and Guy Parker-Rees, courtesy of Miss MinnieReads:

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

This book has different textures on pages and discusses different animals.

SOCIAL INTERACTIONS AND VIDEO MODELING

Would You Touch It: Students can be placed into pairs or small groups. Adults can provide photos of different animals or objects. Then students can discuss with their peers whether they would **touch** the item in the photo and their reasoning. For example, photos can include items such as: a porcupine, slime, a shark, a campfire, glitter, a ball, mud, jellyfish, etc.

Video Modeling

The following video features a little girl telling her little baby brother, "don't touch me!" Video courtesy of coy YouTube channel:

<https://www.youtube.com/watch?v=wKhZzGR5tYU>

This short video features an adult using an AAC device to model different words. It also discusses how and why AAC modeling is important:

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

This video shows a girl using her AAC device to chat with her mom. Adults can discuss the video with students and draw attention to how the student in the video touches her device and what happens when she does!

<https://www.youtube.com/watch?v=YhR-04kUn5M>

SENSORY MOTOR

Many sensory motor activities can be adapted to incorporate and emphasize the core word, touch.

Sensory Bin: Adults and students can create a sensory bin that incorporates objects that have different textures. Then, adults and students can discuss what they touch, how the objects feel, etc.

Finger Twister: Adults can create a game of Finger Twister and have students practice using their fingers to **touch** different colors. The game can be adapted for Distance Learning, by displaying the board on the screen and the student can touch their fingers to the appropriate color on the screen. Images courtesy of ThisIsWhyImBroke.com and Infmetry.com



Bubbles: Adults can ask students to blow bubbles and make them touch different objects (e.g. Make the bubbles touch the toy. Make the bubbles touch my nose!) Students can also provide prompts for the adult of where to blow the bubbles and what items to make them touch.

Stretching/Yoga: Adults can have students stretch and provide prompts that incorporate the core word, touch (e.g. Touch your toes! Stretch your arms up and touch the sky!)

VIDEOS, MUSIC, ANIMATED SHORTS

MUSIC

The Texture Song by Scratch Garden, courtesy of Scratch Garden:

<https://www.youtube.com/watch?v=tDVS9XSqt90>

Touch The Sky from Disney's Brave, courtesy of Disney:

<https://www.youtube.com/watch?v=NvR9YOpDG4A>

I Touch Everything With My Hands by Bichikids, courtesy of Bichikids In English :

<https://www.youtube.com/watch?v=myDqP7t86KE>

Touch Your Head by Fun Kids English, courtesy of Fun Kids English:

<https://www.youtube.com/watch?v=3ZWtDfBoU-E>

Touch The Stars by Children Love To Sing, courtesy of Christmas Songs and Carols - Love To Sing: <https://www.youtube.com/watch?v=cVY3TRT8zso>

U Can't Touch This by NVT Go Noodle, courtesy of GoNoodle Get Moving:

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

Older Students

Touch by Little Mix, courtesy of SBBSQ Production:

<https://www.youtube.com/watch?v=gPftizNwY0s>

Touch by 3LAU, courtesy of WaveMusic:

<https://www.youtube.com/watch?v=7uWt6HrpfX0>

Touch The Sky by Kanye West and Lupe Fiasco, courtesy of Kanye West:

<https://www.youtube.com/watch?v=YkwQbuAGLj4>

U Can't Touch This by MC Hammer, courtesy of MC Hammer:

<https://www.youtube.com/watch?v=otCpCn0l4Wo>

Don't Touch My Hair by Solange ft. Sampha, courtesy of Solangeknowlesmusic:

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

Every time We Touch by Cascada, courtesy of SteveAATW:

<https://www.youtube.com/watch?v=4G6QDNC4jPs>

VIDEOS

Animals You Should Never Touch by The Genius Lemon, courtesy of The Genius Lemon: <https://www.youtube.com/watch?v=kNpXFHn8sZ0>

The Cheese Touch from Diary of a Wimpy Kid, courtesy of Movieclips: https://www.youtube.com/watch?v=Ky5Y99wb_00

Sense of Touch by Teach For Life, courtesy of Teach For Life: <https://www.youtube.com/watch?v=oUxt1ObFJmY>

Which One? Quiz! Sense Of Touch! By Armagan Citak, courtesy of Armagan Citak: <https://www.youtube.com/watch?v=yWmXZvg0TgU>

Every Team's Best Game-Winning Touchdown Of All Time, courtesy of NFL: <https://www.youtube.com/watch?v=cd6qVJvDxso>

America's Got Talent Elin and Noah Dance To MC Hammer, courtesy of Anthony Ying TV: <https://www.youtube.com/watch?v=bwE4tE6LYzA>

Animated Shorts

Snack Attack by Eduardo Verastegui, courtesy of Nicole Macpherson (Did the man touch the grandma's snacks?): https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLlbkyhAZrBl-XJQudaCfoMsGy_Jjau6HE

STRUCTURED ACTIVITIES

Predictive Writing Chart: Adults can explicitly teach the core word, **touch**, and then create predictive writing charts for students to fill in. Charts can be created either in person or through distance learning.

I like to touch _____.
I do not like to touch _____.
It feels good when I touch _____.
It hurts to touch _____.

Touch Challenge: Adults can get a bag of various items. The student can be blindfolded or asked to close their eyes. Then the student will reach into the bag

and grab an item. Using their sense of **touch**, students can attempt to identify what they are holding.

Touch Scavenger Hunt: Adults can create a scavenger hunt style game for students. Adults can ask the students to gather different objects for the scavenger hunt based on what they feel like when you touch them. For example, adults can say, “the first item on the scavenger hunt is something that is smooth.” Adults can model and facilitate use of the core word during the scavenger hunt (e.g. Did you touch that? Did you feel cold when you touched it? How did it feel when you touched that? Did you like to touch that? What did you touch that was smooth? What did you touch that was hard?)

ART OR SCIENCE ACTIVITIES

Take A Picture: Adults can create a game that requires students to take pictures of the student touching different items they use at school. Adults can 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 in each instruction (e.g. Touch a soccer ball and take a picture). 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 touch a soccer ball).

Texture Collage: Adults can provide students with various objects of different textures. Then students can create a collage or gather up the items they love to touch the most.

Painting In A Bag Activities: Get a Ziplock bag and place a coloring page inside. Add different colors of paint inside the bag on top of the coloring page. Seal the bag. Students can touch the bag to move the paint around and create their art. Adults can model the word “**touch**” to describe how to complete the activity and comment on what the student is doing.

USE OF APPS OR OTHER TECHNOLOGY

Many apps and technology feature a touchscreen. When using apps and technology which require touch, adults can use this as an opportunity to discuss the core word, touch (e.g. how we use touch to play apps, how our touch makes things happen on the device, how we use our finger to touch the screen, etc.)

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.

Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts (question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **touch**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who loves to touch things, but it may lead to trouble. Adults can assist students in creating dialogue in the story using the core word.

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, **touch**. For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I like to touch ____, I do not like to touch _____, etc.). 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 '**touch**' 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.

Thank you!

CORE WORD: **Hit**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS (e.g. **hit** it (i.e. play it), **hit** ball, **hit** long, **hit** close)

DESCRIBE (e.g. big **hit**, fast **hit**)

SHARE INFORMATION (e.g. boy **hit** ball, cat **hit** toy)

SHARE AN IDEA (e.g. **hit** me (i.e. tell me))

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell that they are ready to go to snack by saying (e.g. "let's **hit** it")

Adults can model different ways to say go and include **hit** (e.g. time to go, time to **hit** it)

Circle:

Students can pass high-fives around the circle and see how quickly they can make it all the way around.

Adults can give direct instruction about the word **hit** in this circle game (e.g. **hit** hands, turn, **hit** hands again).

PLAY

Toys and Games:

Students can play with foam noodles and try to knock over a tower of blocks. Students who are watching can cheer for their friend (e.g. **hit** it!, **hit** blocks! **Hit** hard!)

Adults can provide direct instructions before the game about fun ways to cheer for your friends, provide choices of comments to make, and model comments on students' devices.

Recess:

Adults can set a theme of sports that involve hitting things and provide equipment to explore a specific sport each day. Adults can highlight one instruction on the special way each sport hits their unique ball (e.g. baseball/T-ball: bat **hit**, volleyball: **hit** over, golf: **hit** in).

Students can explore sports-stations and hit balls in different ways. After recess, students can tell how they hit the ball (**hit** big/little, **hit** fast/slow).

READING

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

[Hands are not for hitting by Martine Agassi, from YouTube courtesy of Tumpsky and Mrs Small](#)

<https://www.youtube.com/watch?v=h9hpXTKqK0s>

[Drum City by Thea Guidone from YouTube courtesy of Mr. Wil Turner](#)

<https://www.youtube.com/watch?v=AFdmRBp30LQ>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell and listen to jokes. Students can let their friend know that they are listening (e.g. Student 1: I have a joke. Student 2: **Hit** me!)

Adults can provide examples of jokes and responses to choose from. Adults can also give direct instructions and models about what listening looks like, how you can tell your friend is listening, and how you can show your friend you are listening.

SENSORY MOTOR

Students can play drums, hitting them in different ways and with different things to explore sounds and movement. Adults can record their drumming with a free music making/recording app, like Keezy Classic, or with a simple video.

Adults can show how to drum on different surfaces and provide choices of different ways to hit the drums (e.g. **hit** fast. **hit** with hands, **hit** with a stick)

An example of 3 DIY drums for kids, courtesy of WikiHow:

<https://www.wikihow.com/Make-Drums-for-Kids>

VIDEOS, MUSIC, ANIMATED SHORTS

[Hit Me Baby One More Time by Britney Spears, courtesy of Britney Spears](#)

<https://www.youtube.com/watch?v=C-u5WLJ9Yk4>

[Hit me with your Best Shot by Pat Benatar, courtesy of Benatar Giraldo](#)

<https://www.youtube.com/watch?v=rXs9MXrHxVE>

[Hit the Road Jack by Ray Charles, courtesy of bengoaunai](#)

<https://www.youtube.com/watch?v=0rEsVp5tiDQ>

STRUCTURED ACTIVITIES

Adults can get a pinata for their students. Students can take turns **hitting** the pinata until it breaks apart. While they are **hitting** the pinata, students can tally how many times they must **hit** the pinata to break it open. If the class wants to, they can also hypothesize before they begin how many **hits** it will take to break it.

ART OR SCIENCE ACTIVITIES

Students can make “quicksand” with cornstarch and water. This mix feels hard when they hit it, but soft and gooey when they touch it softly.

Adults can facilitate a class K-W-L chart: What I Know, What we Want to try, What we Learned, for the word **hit**. Students can tell things they know about hitting (e.g. **hit** ball), what they want to know/try/find out (e.g. **hit** feel), and afterwards what they learned from the “quicksand” experiment (e.g. **hit** feels hard). Adults can provide pictures and words for students to choose from to support access and engagement with the chart building.

Example Recipe for Quicksand, Courtesy of Steve Spangler Science:

<https://www.stevespanglerscience.com/lab/experiments/quicksand-goo/>

USE OF APPS OR OTHER TECHNOLOGY

MLB app by MLB. Students can check stats on different players and share how many hits they got in a game. Many different sports have stats called “hits.” If a student’s special interest happens to be sports, other fun options might be official apps for hockey or football.

<https://apps.apple.com/us/app/mlb/id493619333>

Keezy Classic and *Keezy Drummer* by Keezy Corp. Students can make their own **hit** music and then tell an adult to play the song back (e.g. **hit** it!). *Keezy Classic* has a page colorful squares for a student to **hit** and record their sound/beat/voice. *Keezy Drummer* has a page of colorful buttons for the student to **hit** and make their own rhythm.

<https://apps.apple.com/us/app/keezy/id605855595>

<https://apps.apple.com/us/app/keezy-drummer/id933630069>

WORD WALL: Create a WordWall and add '**hit**' 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **Hold**

For Educators, Related Service Providers and Parents

Descriptive Teaching Model

The Descriptive Teaching Model is a strategy used by many teachers and therapists to help individuals with complex communication needs, learn to use core vocabulary to describe topic or curricular specific vocabulary or nouns. (Van Tatenhove, 2009). By providing open-ended questions to foster the expression of ideas, individuals can learn to use core vocabulary more flexibly to answer questions by describing words if they do not have the specific vocabulary word programmed on the device. By focusing on the use of core vocabulary to express the concepts, ideas and features of the target word, this can build more flexible use of core vocabulary and lead to increased communicative competence.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. They **hold** hands when they walk.)

COMMENT: (e.g. You can **hold** out for the right job.)

REQUEST: (e.g. Could you **hold** the bags?)

COMMAND: (e.g. **Hold** the bags, please. Or **Hold** your head up with pride.)

ANSWER QUESTIONS: (e.g. Yes, I will **hold it**. Or Did they **hold** up the bank? Or How are you **holding** up?)

ASK QUESTIONS (e.g. Did you have to **hold** the bag all day?)

COMPLAIN (e.g. I don't want to **hold** this heavy bag.)

DIRECT ACTION: (e.g. Yes, you can **hold** the baby.)

ROUTINES AND SCHEDULES

Laundry: Adults/caregivers/parents can help students learn to **hold** and bring the laundry basket to the washing machine.

Hand washing: Adults can instruct students to wash their hands and then **hold** them under the water to rinse off the soap.

Going on a trip: Adults can assist students by teaching them how to **hold** on to their bags.

Departure: Adults can assist students in taking responsibility for their bags or backpacks by teaching them to **hold** them.

PLAY

Toys and Games

Cars and Trucks: Adults can comment on what vehicles the students are holding, or students can answer questions, when asked what they are holding.

Blocks: Adults can ask students to **hold** specific blocks, (assisting in following directions), (e.g. hold up the red block). Students can then act as the adult and direct others to hold blocks, (e.g. ____ (name) hold two blocks or (colored) blocks or blocks of different shapes).

Bubbles: Students often want to blow bubbles and want to hold the bubble container. This would be a functional way to teach this vocabulary word, make requests, (e.g. I want to hold it) and to formulate questions, (Can I hold it?).

Ball: Students can play ball taking turns holding it and then throwing it.

READING

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

[You Hold Me Up](#) by Monique Gray Smith and Danielle Daniel Courtesy of Sometimes Mindful Moments with Teacher Marita

[The Otter Who Loved to Hold Hands](#) Written by Heidi and Daniel Hower, Courtesy Little Tobi Bear

[SECOND GRADE HOLDOUT](#) - 2nd Grade Books for Kids Read Aloud | Back to School! Courtesy of KidTimeStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING

[Basic Video Model- HOLDING HANDS TO CROSS THE STREET](#) Courtesy of Kyrie Herman

Young Adults

[The Forgotten Etiquette of Holding Hands](#)

SENSORY MOTOR

Students can address motor skills by engaging in holding and throwing the ball, playing Wiffle Ball, Baseball or Softball, tennis or badmitten.

STRUCTURED ACTIVITIES

Adults can gather thematic or random items in a basket and each student can have the opportunity to pick an item out, hold it in their hands and describe what they are holding.

Predictable Chart Writing

I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.
I was holding _____.

VIDEOS, MUSIC, ANIMATED SHORTS

[Partly Cloudy Pixar Short Film](#) Students can talk about what some of the clouds and storks were holding.

[Hold Still - Yo Gabba Gabba!](#) Courtesy of YoGabba! - Wildbrain This is a fun song where students can sing, and be active, alternating between wiggling and holding still.

[Have a Good Morning, Have a Good Day | Morning Song for Kids | Jack Hartmann](#) Courtesy of Jack Hartmann Kids Music Channel. Adults can pause the

video and have the student either hold still, or hold positions, such as holding their hands in the air.

Young Adults:

[Wilson Phillips - Hold On \(Official Video\)](#) Courtesy of WilsonPhillipsVevo

[The Beatles - I Want To Hold Your Hand](#) - Performed Live On The Ed Sullivan Show 2/9/64 Courtesy of The Beatles!

[Tracy Chapman - Baby Can I Hold You](#) (Official Music Video) Courtesy of Tracy Chapman

ART OR SCIENCE ACTIVITIES

Find a hands art activity- as we hold with our hands

[New Year's Handprint Craft](#): Create a fun New Year's project by applying paint to the student's hands, and with four handprints on construction paper, adults can write the current year within each print.

Materials Needed:

- Paint
- Construction Paper
- Permanent Marker
- Glitter Glue (if you want to sprinkle some bling).

USE OF APPS OR OTHER TECHNOLOGY

[Pictello app](#) This story creation app, with step by step guidance in 'wizard mode' can be a fun, easy and interactive platform to include photographs or videos of things students can hold.

[Book Creator app](#) (Create, Read, and Publish) Tools for Schools Limited. Students can use Book Creator to create more traditional books or even comic books, photo books and more. Students can add video, music and even record their voices to create narratives of things that they hold.

WORD WALL: Create a WordWall and add '**hold**' 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: Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!