

CORE WORD: **Bored**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SOCIAL: Expressing feeling/emotion (e.g. I am **bored!**)

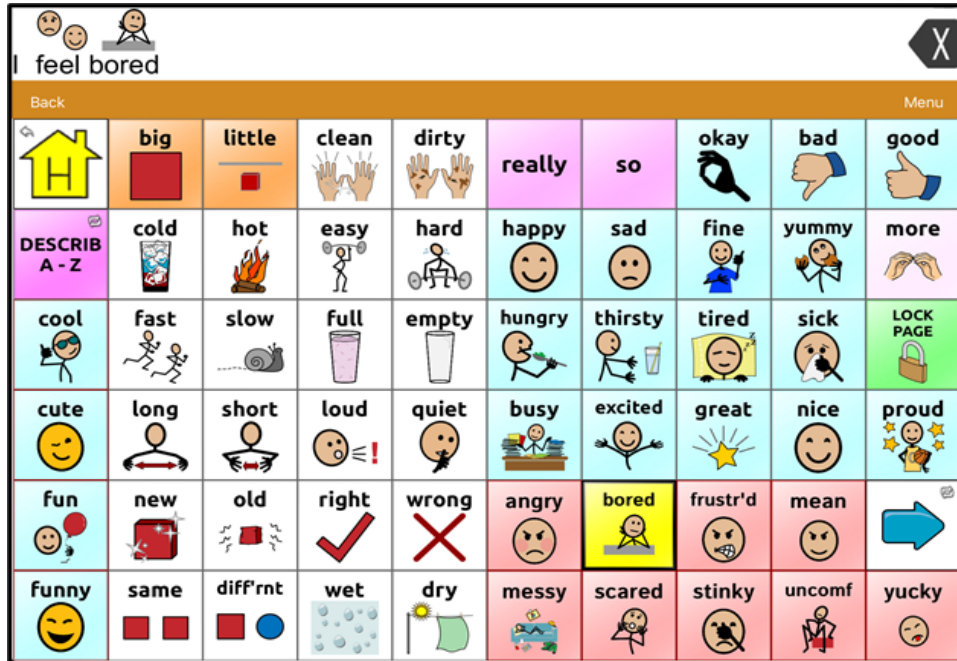
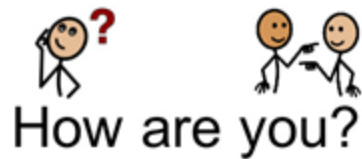
SHARE INFORMATION: Describe others/the environment (e.g. She is **bored.**)

COMMENT: (e.g. I am so **bored!**, They look **bored.**)

GOSSIP: (Why is she **bored?**).

ROUTINES AND SCHEDULES

During the day - do check-ins with students to see how they are feeling. You can ask the students to identify if they feel different emotions, one of which can be **bored**. If the student needs more prompting or review, the adult can ask a yes/no question to the student as, "Do you feel bored?" or model what it looks like to be bored. Can also offer a receptive task with images of different feelings to allow the student to point to or take the bored emotion.



*Courtesy of TouchChat with WordPower application.

PLAY

The adults and students can take photos of themselves expressing different feelings, one of which is **bored**. Print the photos and as a group talk about them (i.e., "Ryan is **bored**.") Adults can then practice having students expressively label the feelings and receptively identify them. Expansion of the activity can be to act out and express the different feelings. Visuals and scaffolding are recommended to be provided.

READING

For this week's core word, you can talk about the characters in the story and discuss if they are feeling **bored** as a yes or no answer.

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

Book Read Aloud: I'M BORED by Michael Ian Black
<https://www.youtube.com/watch?v=mymcblesjIM> read by/courtesy of Heather's Story Time Corner (Students and adults can locate "bored" on communication board/device each time they see it in the story).

Book Read Aloud: BARNACLE IS BORED by Jonathan Fenske
<https://www.youtube.com/watch?v=sZEddWzIWBA> read by/courtesy of Mr. Crimans. (Talk about the feeling 'bored' and what makes the barnacle feel bored in the story. Expand by asking and answering the questions at the end of the story with students so they can list what makes them bored.)

Book Read Aloud: THE BORING BOOK by Shinsuke Yoshitake
<https://www.youtube.com/watch?v=eDIR0CKnJPo> read by/courtesy of Read Out Loud 4 Kids. (This story explores a child trying to keep himself from being bored. While doing so the child tries to understand what it means to be 'bored.')

SOCIAL INTERACTIONS AND VIDEO MODELING

During check-ins, students can share how they feel and if they feel **bored**. Students can also share why they feel bored.

During conversational turn taking with peers/adults, students can ask each other how they feel and what makes them feel bored (i.e., places, activities, etc.).

SENSORY MOTOR

If your students find themselves feeling **bored**, follow the activity below to create scented playdough with students! Making playdough that has an energizing and fall-inspired smell can be a wonderful activity for students. Talk with students that whenever they feel bored, they can go and play with the scented playdough they made. Engage students by making the playdough together, following the recipe and talking through the process. Expand this into a language activity by taking turns saying the steps out loud and on the AAC device/low tech board. Add in commenting and descriptive words to talk about how the playdough looks, feels, and smells: soft/cold? sweet/sour?



Activity: FALL PLAY DOUGH RECIPES: CLOVE, CINNAMON, GINGER, NUTMEG – courtesy of/by Cathy James. <https://nurturestore.co.uk/fall-play-dough-recipe>

STRUCTURED ACTIVITIES

The students can answer questions about the stories that were read aloud such as the BARNACLE IS BORED or THE BORING BOOK. With a focus on the word, **bored**; have the students share what things make them feel bored.

Use of Boom Cards interactive website for expansion of targeting **bored**. Utilize “Pumpkin Emotions” activity courtesy of/by Teach Speech 365: <https://wow.boomlearning.com/deck/pumpkin-emotions-hJS6THrJMEHb4yShm> to have students receptively identify the pumpkin demonstrating the correct emotion after reading the short story (within a field of two).

For an expansion activity, utilize “FREE Describe and Carve the Pumpkin Emotions” activity courtesy of/by Speak And Teach Ph: <https://wow.boomlearning.com/deck/free-describe-and-carve-the-pumpkin-emotions-YFyK6Z4ttFQN7M5ab> to have students identify angry, happy, sad, surprised, bored, confused, excited.

VIDEOS, MUSIC, ANIMATED SHORTS

Koo Koo Kangaroo - Milkshake

<https://www.youtube.com/watch?v=Y9LLfv7youM&feature=youtu.be> courtesy of/by Steve Steve. This is a fun and engaging video to have students listen and dance to whenever they feel **bored**.

Bank Holiday and Rainy Day Activities for Kids | How to Entertain Bored Kids
https://www.youtube.com/watch?v=cR_UxNpwf70 courtesy of/ by LucieAndTheBump. Create a bored jar and add in fun activities to use whenever students feel bored.

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Fall Scavenger Hunt can be used to take learning outside whenever students feel bored! Have students explore the outdoors to find the different vocabulary words related to the Fall season. Expand upon activity by having students say/find some of the vocabulary words on their AAC devices/low tech boards.

FALL SCAVENGER HUNT – courtesy of/by Anita Bremer First
<https://www.teacherspayteachers.com/Product/Fall-Scavenger-Hunt-370624?st=8fe3d5bc6fca4eaceaa33d523960c65c>

This is a great one-page sheet describing the feeling bored and offers students strategies to try when feeling that way.

DEALIN' WITH THE FEELING [BORED] – courtesy of/by Mylemarks
<https://www.teacherspayteachers.com/FreeDownload/DEALIN-WITH-FEELING-BORED-4560783>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. “I” “You” “feel” “**bored**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the *Draw and Tell* app to create an abundant amount of images and depictions of **bored** while talking about the story you and the students created.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for '**bored**' and find many corresponding boards to support learning the target word.)

Use *Clicker Writer* for writing words, phrases or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**bored.**'

WORD WALL: Add the word, "**bored**" on the Word Wall.

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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com

Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: **Smell**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD

COMMENT (e.g. **smell** bad, **smell** nice, **smell** tasty)

DESCRIBE (e.g. **smell** big, **smell** sharp, **smell** pretty)

DIRECT ATTENTION (e.g. **smell** this, **smell** burn, come **smell** this)

TELL A STORY (e.g. **smell** like Christmas, **smell** like grandma's house)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can smell foods before eating them, and sort them in a food journal with visuals of the food (e.g. "big/little **smell**", "sharp/soft **smell**" or "nice/bad smell"). Adults can model this activity with the student at different mealtimes.

Adults can expand "big **smell**" comments with more description of how it smells, or what it smells like ("fish **smells** big, sharp, like the ocean").

Circle:

Going around the circle, students can share by telling with their words and showing with their faces/bodies, what they do/how they feel when they smell good or bad smells (e.g. "**smell** bad. Do this." student squishes up their face)

Adults can facilitate with pictures and real examples of smelly and nice smelling things and model their reactions to the smells.

PLAY

Toys and Games:

Students can play Smell-and-Seek with a strong-smelling item.

Adults can soak cotton balls in a smelly substance (e.g. vanilla or vinegar) and put them in a jar. Student can smell it, and comment on what they smell (e.g. “**smell** sweet.” Adults can hide the open jar somewhere in the room and students can find it by the smell.

Adults can facilitate student-searching and give hints as needed.

Recess

Students can find things outside and tell an adult to smell it.

Adults can model how to direct attention by telling someone what to do and point to students’ devices (e.g. “**smell** this”, “come **smell**”).

Adults can facilitate students finding things to smell, model comments about how the things smell (“**smells** dirty” “I don’t **smell** it, it has no **smell**”), and point to the student’s device.

READING

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

Books about the 5 Senses:

[I Hear A Pickle by Rachel Isadora from YouTube: Teacher Talk](#)

<https://www.youtube.com/watch?v=U5joJonzwXk>

Books about reactions to **Smells**:

[Pirate Pete and His Smelly Feet! by Lucy Rowland and Mark Chambers from YouTube: St Margaret's Church, Oxford](#)

<https://www.youtube.com/watch?v=MCS3J8Z6aDk>

Mom, Mac and Cheese Please by Marylin Olin from YouTube: Melissa Cox

<https://www.youtube.com/watch?v=5O1moAlKB7g>

[Smelly Peter the Great Pea Eater by Steve Smallman and Joelle Dreidemy from YouTube: Read Storybooks With Me](https://www.youtube.com/watch?v=5O1moAlKB7g)

<https://www.youtube.com/watch?v=Ec5w-Tb-1ps>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can bring in an item that smells like happy memory and a home video/photo of the memory (e.g. a holiday or birthday). Students can start a conversation by showing their friend something, then tell their story through photos/video, smells, and words (e.g. show a video of their birthday cake, bring in a few birthday candles, tell “My birthday **smells** like candles”)

Adults can facilitate students picking a happy memory and a smelly item that they associate with the memory. Adults can model how to start a conversation by showing your friend something, and how they can respond when a friend shares something happy (e.g. looking at their things, smiling, making a comment “fun!” “I like it”, “**smell** good”).

SENSORY MOTOR

Students can explore scratch-and-sniff stickers. Students can describe how the sticker smells, or direct another person to smell an interesting smelly sticker (e.g. “**smells** spicy”)

Adults can facilitate scratching and sniffing each sticker. Adults can pay attention to students' reactions (e.g. a student smells the same sticker several times or makes a faces) and talk about their reactions with the student.

STRUCTURED ACTIVITIES

Students can write a Smell Scrapbook of smells they find in one place each day (e.g. the bathroom, the kitchen, their bedroom, the park, the street, and more). Adults can facilitate writing this book through mini field trips. Before each trip, adults can preview what students can do (“I can **smell** different things.”) and specific things they might smell.

Students can describe smells and collect pictures and samples of things that smell (e.g. a baggie with leaves, soap, or spices).

Students can write about what they smelled, how it smelled, and how they felt about the smell. Adults can provide the pictures and samples for each page of the Scrapbook, visuals of words choices, and sentence starters (e.g. “In the bathroom I **smell** soap”, “Soap **smells** clean”, “I like **smell** soap”).

ART OR SCIENCE ACTIVITIES

Students can make a stink bomb and make comments on how terrible it smells. Students can practice commenting bad smells before dropping the stink bomb.

Adults can facilitate making the stink bomb. Adults can model comments like “**smells** gross!” or “run away!” “yuck!” “sick!” before and during the activity.

Stink Bomb Recipes by Anne Marie Helmenstine, Ph.D. from ThoughtCo

<https://www.thoughtco.com/easy-stink-bomb-recipes-605982>

USE OF APPS OR OTHER TECHNOLOGY

Kid in Story Book Maker: Create and Share Personalized Photo Storybooks by Enuma, Inc., <https://appsto.re/us/C9DBJ.i>

Breathing Bubbles by Momentous Institute, <https://appsto.re/us/CHGx5.i>

VIDEOS, MUSIC, ANIMATED SHORTS

[What's that Smell? by Jilio Habañero from YouTube: Mutasia](#)

<https://www.youtube.com/watch?v=dV8WDnpyQBk>

[The Five Senses Song by Kiboomers from YouTube: The Kiboomers – Kids Music Channel](#)

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

[Fry Bread by Kevin Boble Maillard from YouTube: PEN America](#)

<https://www.youtube.com/watch?v=ZGoPq2CeJdw>

I Heat a Pickle by Rachel Isadora from YouTube: Teacher Talk

<https://www.youtube.com/watch?v=U5joJonzwXk>

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.

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 to promote student confidence by sharing their work and learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **Safe**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. this **safe**?)

NEGATE (e.g. not **safe**)

SHARE INFORMATION (e.g. **safe** place)

DESCRIBE (e.g. we feel **safe**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**safe**' during snack time to talk about what is **safe** to eat and what is not **safe** to eat (e.g. a napkin is not **safe** to eat).

Circle: Students and adults can use '**safe**' to indicate that they feel **safe** at school.

PLAY

Toys and Games: During imaginative play, adults and students can use dolls and action figures to talk about what it means to be **safe**. Adults can set up scenarios to create opportunities to use this word in context. For example, an adult can pretend that their teddy bear feels worried and students can help this teddy bear feel **safe**.

Recess: During recess, students and adults can use **'safe'** to indicate they are okay if they fall down on the playground (e.g. 'I'm **safe'**). Students can also use **'safe'** to remind their friends to be careful on the playground.

READING

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

[I Can Be Safe - Platinum Pre School](#)

[Peppa Pig Safety First - Read Aloud Books for Toddlers, Kids and Children](#)

[Please Play Safe Penguins Guide to Playground Safety by Margery Cuyler read aloud by Elizabeth Jamo](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can tell their friends to 'stay **safe.**' In addition, students can check on other students if it appears, they are hurt or upset (e.g. 'you **safe?**').

[Being Angry and Safe Social Story Video](#)

SENSORY MOTOR

Students and adults can practice using the word **'safe'** while playing baseball and sliding to home base (or pretending to). Students can pretend to be umpires and say **'safe'** while they motion with their bodies. Here is a fun video that demonstrates this motion from a real umpire:

[Safe Call Chief Umpire](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[What Does It Mean To Be Safe? Rana DiOrio](#)

[Safety Song | Preschool | Safety | Kid Friendly | Educational - Education Station](#)

[Be Responsible, Safe and Respectful for Children, Kids and Toddlers | Patty Shukla](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach what **'safe'** means, explaining to students that to feel safe means to be protected and comfortable.

[Safety Tips for Kids | What are safety rules for kids? Video for Kids - Learning Junction](#)

Adults can create a **safe** place in the classroom where students can relax and enjoy some time to themselves if they ever feel that they need it. Adults can introduce this space to the students and explain to them what the purpose is.

[Peace Corner: Creating Safe Space for Reflection - Edutopia](#)

ART OR SCIENCE ACTIVITIES

My **Safe** Place Project: Students and adults can create a safe place art project that includes all of the components a student would want in their safe place! Adults can help students brainstorm.

Here is an example below:



USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello*, or any other story generating app, create a I Feel **Safe** When... Story for the student(s). Adults can take pictures of the students in their **safe** place, with trusted adults or friends and on each page write a sentence starting with "I feel **safe** when _____". If possible, include the icon sequence for "**safe**" to make modeling easier for all communication partners, and so the child can visually see their system's representation of **safe** in their story! Read the story with the students.

WORD WALL: Create a WordWall and add '**safe**' 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 Alisa Lego on Instagram [@newfriendscollective](https://www.instagram.com/newfriendscollective). Thank you!

CORE WORD: **How's it going?**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

Learning to ask questions and greet others will help to build *SOCIAL* skills!

GREETINGS: **How's it going?**

ACKNOWLEDGE: **How's it going?**

INITIATE: **How's it going?**

ASK QUESTIONS: **How's it going**

ROUTINES AND SCHEDULES

Arrival: First thing in the morning when students arrive, adults can utilize a communication system along with their voice to say, "**How's it going?**" to each student. This provides a focused way to greet, acknowledge and ask a question about how others are doing? Once the student(s) answers, the adults can wait expectantly for students to ask them, "**How's it going?**"

Another idea would be for specific students to be morning 'GREETERS' to ask each student and adult, "How's it going?" as people arrive.

Circle Time or Morning Meeting: During the meeting, adults and students can check in about how they are feeling and adults can ask each student, (along with the use of Aided Language Stimulation), **“How’s it going?”** Adults can use the student’s or classroom device or even print out low-tech pages of the feelings and descriptor pages of the student’s devices to provide additional visual cues. For less categorical page sets, symbol combination-visuals, (such as those found on Symbol Charts or Smart Charts) could be utilized to depict feelings or descriptors.

Prepare the students the day before, that they will be asked to ask the question **“How’s it going?”** during the morning meeting. So often the students we serve shy away from using their device because they have ‘stage fright’ and they feel anxious about finding the word or phrase, but with practice, they will feel more comfortable to do so.

Once the students gain experience with this exchange in this structured format, he/she may be able to express such greetings with faded cues and prompts.

Provide opportunities for students to say, **‘How’s it going?’** to one another in less structured ways. Provide wait time for the student to be able to also answer the question when asked.

PLAY

Recess: Adults can model saying, **“How’s it going?”** to other students/friends using their voice and the AAC device. Provide WAIT Time for your student(s) to respond and opportunities/cues to ask other students the same question. The use of a visual script could be utilized or a low-tech print out of the symbol combination to express the question. Provide opportunities for your students to be ready to answer the question as well.

Say, ‘hi’ and then, **“How’s it going?”** when you and the student find someone that you meet and would like to interact with.

Passing in the hallway: When students pass each other in the hallway, assist the students in greetings and ask the question, **“How’s it going?”** as they pass their friends.

Virtual Learning: During virtual learning, provide a time for students to check in with each other to say ‘hi’ and **“how’s it going?”** and provide that somewhat uncomfortable wait time in order for others to answer.

Students can use action figures or stuffed animals to say, **“How’s it going?”** to one another.

READING

Here are some suggested books on YouTube and Tarheel Reader (tarheelreader.org) or (tarheelsharedreader.org) that can assist in teaching the core phrase, **How's it going?**

[The Feelings Book](#) By Todd Parr (This book can be used to discuss what others might say in response to the question, "**How's it going?**")

Courtesy of The Feelings Channel

[Tarheelreader.org](http://tarheelreader.org) (please make sure that speech is turned on)

<https://tarheelreader.org/2020/04/26/all-feelings-are-okay/13/> By Sarah Harrison.

(This book can be used to discuss what others might say in response to the question, "**How's it going?**"). It might spur on questions about feelings and after the book is read, when students are asked, 'how's it going?' they may have another response. A majority of the students I have worked with seem to respond that they are happy or good, but maybe it's because they think that's what we want to hear or that they like how others respond to positive feelings?

<https://tarheelreader.org/2018/03/27/asking-how-are-you/11/> by Tak,

Although this book talks about asking people how they feel, it is an example of how students ask and answer questions and ultimately have a conversation. Adults can have the students substitute, "How are You?" with "**How's it going?**"

Tar Heel Shared Reader

<https://shared.tarheelreader.org/shared/read/friends-talk> by DLM

This shared reading resource provides core vocabulary word symbols that the readers can use to talk about and/or comment on the book. This would be a great way to integrate what friends may say to each other, (in addition to, "How's it going?"). Please make sure that the symbols are turned on and if you click on the little green thought bubble in the upper left corner, you can access the menu and select the core vocabulary words the students can use to comment on the story.

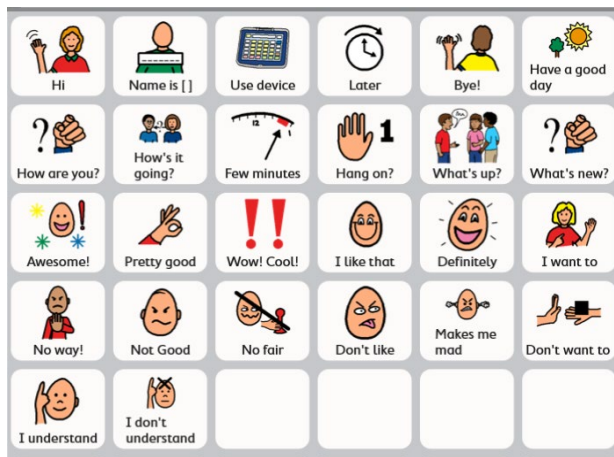
SOCIAL INTERACTIONS AND VIDEO MODELING

Recess is an opportune time for students to greet one another and ask the question, "How's it going?" The provision of ALS modeling to greet other students, by saying **How's it going?** and using the talker to model the greeting or question, (as the question, **How's it going?**, is sort of both), is important and meaningful.

When adults accompany students in interactive settings, immerse them by using ALS modeling to interact with other adults and students by greeting and asking others "**How's it going?**"

Here are some visuals that could be helpful in greeting others.

From Snap and Core First- Quick Fires- Greetings- Social page



Courtesy of TobiiDynavox Snap and Core First

SENSORY MOTOR

Students could be encouraged to greet others by asking, "**How's it going?**" while engaging in motor activities on the playground.

Four Square adaptation. While playing a simple ball game with 4 students, the student or adult who throws the ball, would ask that person the question, "**How's it going?**" Each person who throws the ball to someone has the opportunity to ask the question. Wait time is encouraged for those who are both asking and answering the question.

While engaged in free- play activities in the room, adults can add a "**How's it going?**" freeze activity, (discussed with the students beforehand) where the students would be instructed to ask the person closest to them, "**How's it going?**" when the teacher announces, FREEZE!

VIDEOS, MUSIC, ANIMATED SHORTS

[Hello Song for Kids, by the Singing Walrus](#)

Courtesy of the Singing Walrus (Please add or replace “How are you?” with **“How’s it going?”**)

[Hello! | featuring The Super Simple Puppets | Super Simple Songs](#) (Please add or replace “How are you?” with **“How’s it going?”**)

Courtesy of Super Simple Songs

[Disney Re-Micks: Hello \(Original HQ\)](#) (Pause the song after a few ‘hello’s’ and provide opportunities to respond to the question, “What could you say next?”).

["Emotions" - StoryBots Super Songs Episode 8 | Netflix Jr](#) (Pause the song and before you find out the character’s emotion, have the students ask the question, **“How’s it going?”** Then discuss how it’s going with the character.

Courtesy of Netflix Jr

[Animated Short Film HD " WATCH YOUR FEELINGS "](#) by Ahmed Elshraby. The provides a great way for adults to pause and check in with the students to ask, **“How’s it going”** with the two sisters

Young Adults

[How to Answer, "HOW'S IT GOING?"](#)

Courtesy of Mad English TV

[WHAT'S UP? vs HOW'S IT GOING?](#)

Courtesy of Cloud English

[How's it Going? | Learn English Phrases | Small Talk](#)

Video Courtesy of: To Fluency

This provides a simple way to discuss how to ask and respond to the question, “How’s it going?”

[People Answer, "How's It Going" Honestly](#) (Does anybody ever answer this question honestly? Can you start a real conversation with this question?)

Courtesy of BuzzFeed Video (please note that there are two little swear words in this video, but the message and sentiment is excellent).

[How's it going?](#)

Courtesy of English Garden

[Here's the Plan - Animated Short Film by Fernanda Frick](#) While watching the animated short film, adults can ask students, “How’s it going” with the story and

the characters in the story who have ups and downs. This could create ways for students to comment and respond to the question, **“How’s it going?”**

STRUCTURED ACTIVITIES

Using the student’s or classroom communication device or communication board, the adult can point to and model use of the phrase or combination of words to ask the question: **“How’s it going?”** and talk about how it’s a great question but also a way to greet and say ‘hello’ to others. The use of other ways to initiate and greet others may be considered as well.

Students can role-play which greetings feel most comfortable for them. Practicing the back and forth exchange could assist students in greeting others in a variety of contexts.

Adults can ask each other “how’s it going?” and then students can pair up and ask each other, **“how’s it going?”**

Adults can play a game by creating cards with each student’s name and each student who will ask, **“how’s it going?”** can pick a name of a student they will ask.

Adults can also create feelings cards, and students can pick a feeling card and see if it matches theirs.

ART OR SCIENCE ACTIVITIES

Thumbs up or down



By: Patricia-Ann Morrison from the educatall.com website
[Here is the step by step directions with materials for the art project](#)

Materials: pink felt, white felt, white Fun Foam, a scrap of blue Fun Foam, white glue, a Styrofoam platter, scissors, a marker, and Velcro.

Students can help answer the “**How’s it going?**” question using this felt art activity.

USE OF APPS OR OTHER TECHNOLOGY

Sock Puppets: Sock puppets 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. *Consider writing a script together before you put on the show focusing on a script between two or more puppets, including the question, “**How’s it going?**” It can be as simple as the question and a short answer, or a more extensive dialogue.*

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. Then use this puppet to ask your student, “**How’s it going?**” Students can then use the app to ask their friends the question as well.

WORD WALL: Create a Word Wall and add each word: **How, is, it, going** to the list.

READING and the Word Wall: Sound out the letters of the words 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 write or type the word on the keyboard or adapted 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!