

## CORE WORD: **Follow**

### For Educators, Related Service Providers and Parents

#### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

#### WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **follow** me)

ASK FOR HELP: (e.g., help me **follow**)

AFFIRM: (e.g., yes, **follow** me)

SHARE INFORMATION: (e.g., I want you to **follow** me)

NEGATE: (e.g., don't **follow** me)

#### ROUTINES AND SCHEDULES

**Circle:** During circle, adults and students can indicate to the class to '**follow** the directions.'

**Snack:** While students are preparing for snack, adults can indicate to students to **follow** after their friend in line to wash their hands, as well as to **follow** all of the snack time rules.

## PLAY

Students and adults can play **follow** the leader in order to practice using the new core word '**follow.**'

## READING

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

I can **follow** the rules by Molly Smith, courtesy of Mary Ellen Ariotti:

[https://www.youtube.com/watch?v=aONE0KvVixk&ab\\_channel=MaryEllenAriotti](https://www.youtube.com/watch?v=aONE0KvVixk&ab_channel=MaryEllenAriotti)

This book is about a classroom and classroom rules that are in place. The students must **follow** the rules of the classroom and they continue to remind each other of what the rules are.

Follow me, Flo by Jarvis, courtesy of Imaginary Pages:

[https://www.youtube.com/watch?v=zMC-bHxqgEA&ab\\_channel=ImaginaryPages](https://www.youtube.com/watch?v=zMC-bHxqgEA&ab_channel=ImaginaryPages)

This book is about a duck named Flo. There's a lot that Flo is supposed to do every day but Flo doesn't do them! Flo is going to visit her aunt's new nest with her parents. Her dad sings a **follow** me song. Flo then decided to sing her own song and go off on her own. She got VERY lost and was chased by a fox until she remembered her dad's song.

Follow me! By Ellie Sandall, courtesy of SuperKidFriends:

[https://www.youtube.com/watch?v=-ovg8niMt0M&ab\\_channel=SuperKidFriends](https://www.youtube.com/watch?v=-ovg8niMt0M&ab_channel=SuperKidFriends)

This book is about different animals. You **follow** them throughout the pages and find out about different animals as you turn each page.

Following the Rules by Regina C. Burch, courtesy of The Poem Patch:

[https://www.youtube.com/watch?v=HGcYhIVjmh0&ab\\_channel=ThePoemPatch](https://www.youtube.com/watch?v=HGcYhIVjmh0&ab_channel=ThePoemPatch)

This book is about a rat who follows different rules. He tells you the rules as you see a picture of him **following** it.

Follow Your Dreams, Little One by Vashti Harrison, courtesy of Marci Chavalas:  
[https://www.youtube.com/watch?v=nnklj58NRoI&ab\\_channel=MarciChavalas](https://www.youtube.com/watch?v=nnklj58NRoI&ab_channel=MarciChavalas)

This book is all about famous people and how everyone should **follow** their dreams to make a difference in the world.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can talk to their students about **following** a good example and **following** an example that could potentially hurt the environment around us, including our friends and some animals. To help talk about what would happen if everyone **followed** a small thing that could be harmful, adults can have students listen to this book walk of a book called "What if everyone did that?" by Colleen M. Madden, courtesy of KidTimeStoryTime:

[https://www.youtube.com/watch?v=811dQ\\_OisK0&ab\\_channel=KidTimeStoryTime](https://www.youtube.com/watch?v=811dQ_OisK0&ab_channel=KidTimeStoryTime)

## **SENSORY MOTOR**

Students and adults can participate in a conga line around the classroom or playground in which one person follows after the other in a chain of dancing. Students can invite friends to join in by saying "**follow** me!"

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

Follow Me with Minecraft animation, courtesy of ZAMination:

[https://www.youtube.com/watch?v=xUMvKP1dpS0&ab\\_channel=ZAMination](https://www.youtube.com/watch?v=xUMvKP1dpS0&ab_channel=ZAMination)

Follow Me courtesy of Super Simple Songs - Kids songs:

[https://www.youtube.com/watch?v=hW2DDGX7Tcc&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=hW2DDGX7Tcc&ab_channel=SuperSimpleSongs-KidsSongs)

Follow me Theme song from Zoey 101, courtesy of Nickelodeon:

[https://www.youtube.com/watch?v=RX6YeYT3ed8&ab\\_channel=Nickelodeon](https://www.youtube.com/watch?v=RX6YeYT3ed8&ab_channel=Nickelodeon)

Follow me by Patty Shukla, courtesy of Patty Shukla:

[https://www.youtube.com/watch?v=Jd7p857oiVk&ab\\_channel=PattyShuklaKidsTV-Children%27songs](https://www.youtube.com/watch?v=Jd7p857oiVk&ab_channel=PattyShuklaKidsTV-Children%27songs)

Pure Imagination by Gene Wilder, courtesy of beralts:

[https://www.youtube.com/watch?v=SVi3-PrQ0pY&ab\\_channel=beralts](https://www.youtube.com/watch?v=SVi3-PrQ0pY&ab_channel=beralts)

Following the leader from Peter Pan, courtesy of DisneyMusics:

[https://www.youtube.com/watch?v=5xmNaZqxNpl&ab\\_channel=DisneyMusics](https://www.youtube.com/watch?v=5xmNaZqxNpl&ab_channel=DisneyMusics)

YOUNG ADULTS:

Treacherous by Taylor Swift, courtesy of Taylor Swift:

[https://www.youtube.com/watch?v=VljEf8bv-7A&ab\\_channel=TaylorSwift-Topic](https://www.youtube.com/watch?v=VljEf8bv-7A&ab_channel=TaylorSwift-Topic)

Follow me by Uncle Kracker, courtesy of Uncle Kracker:

[https://www.youtube.com/watch?v=0Gjx-ZQuQ\\_Y&ab\\_channel=UncleKracker](https://www.youtube.com/watch?v=0Gjx-ZQuQ_Y&ab_channel=UncleKracker)

Follow by Marc, courtesy of the Vibe Guide:

[https://www.youtube.com/watch?v=Ox9RWpM6lW4&ab\\_channel=TheVibeGuide](https://www.youtube.com/watch?v=Ox9RWpM6lW4&ab_channel=TheVibeGuide)

[Genesis - Follow You Follow Me \(Official Music Video\)](#), courtesy of Genesis

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **'follow'** means. Adults can also use this teaching moment to reiterate how it is important to follow the rules at school in order to stay safe and not get hurt!

Here is a video of elephants **following** one another by holding on to their tails, courtesy of 123DJLOUHLIN.

[Elephants Walking Trunk to Tail](#)

## ART OR SCIENCE ACTIVITIES

Students can create artwork of elephants **following** each other. They can either be **following** just walking behind each other or they can be following by holding on the tail of the elephant in front of them. There is a step-by-step guide of how to do handprint elephants from FunHandPrintArt Blog:

<https://funhandprintartblog.com/kids-collage-art-handprint-elephant-jungle-craft.html>



\*courtesy of Fun Handprint Art Blog

## USE OF APPS OR OTHER TECHNOLOGY

*Follow the Line 2:* This app allows a user to use their finger and follow the line that's on their screen.

Google Play store:

[https://play.google.com/store/apps/details?id=com.crimsonpine.followtheline2&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.crimsonpine.followtheline2&hl=en_US&gl=US)

Apple app store: <https://apps.apple.com/us/app/follow-the-line-2/id979888653>

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

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

## CORE WORD: **Around**

### For Educators, Related Service Providers and Parents

#### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

#### WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., **around** the corner)

DIRECT ACTION: (e.g., look **around** the door)

ASK A QUESTION: (e.g., are you **around** this weekend?)

AFFIRM: (e.g., yes, I am **around**)

#### ROUTINES AND SCHEDULES

Circle: Adults can use **around** during morning circle to let students know that they are going to take turns going '**around**' the circle and share some news with the class.

Recess: Students and adults can use '**around**' at recess in order to let each other know that they are going to walk **around** other kids who are playing outside (e.g., "let's walk **around** the basketball court").

#### PLAY

During imaginative play, students can dress each other up like mummies and put toilet paper all **around** each other or direct someone else to do it for them (e.g., "put it **around** her").

## READING

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

The Day you Begin by Jacqueline Woodson, courtesy of Netflix, Jr.:

[https://www.youtube.com/watch?v=KDs5d\\_qFbEs&ab\\_channel=NetflixJr](https://www.youtube.com/watch?v=KDs5d_qFbEs&ab_channel=NetflixJr).

This story is about a boy who transferred schools from across the world. He at first feels very alone because other people don't look like him and can't understand him. As he looks **around**, he realizes that just because he feels alone, that doesn't mean he can't connect with others. This book is all about helping those **around** us and making them feel included.

Schools **around** the world by Margaret C. Hall, courtesy of Jennifer Tucker:

[https://www.youtube.com/watch?v=MPXL4ai\\_4pA&ab\\_channel=JenniferTucker](https://www.youtube.com/watch?v=MPXL4ai_4pA&ab_channel=JenniferTucker)

This book talks about how different schools **around** the world look different from other schools in different parts of the world.

Let's Celebrate: Special days **around** the world by Kate DePalma, courtesy of Suchitra - the PhDMama:

[https://www.youtube.com/watch?v=dTLNHW3ZqE8&t=148s&ab\\_channel=Suchitra-ThePhDMama](https://www.youtube.com/watch?v=dTLNHW3ZqE8&t=148s&ab_channel=Suchitra-ThePhDMama)

This book is all about different holidays that celebrate all **around** the world. It talks about the holiday itself and where in the world that holiday is typically celebrated.

Up, Down, and **Around** by Katherine Ayers, courtesy of Lights Down Reading:

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

This book is about how different foods grow. Some foods grow up, some grow down and some even grow all **around**.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about different ways that people get **around**. They can talk about how some people walk, some people use a wheelchair, some use a walker. There are many different ways to get **around**.



Adults and students can also talk about the different ways that children get to school **around** the world. They can use this video on YouTube titled “How Children Around the World get to School” courtesy of English With Nassrin: [https://www.youtube.com/watch?v=k9K1t8b9t3s&ab\\_channel=EnglishWithNassrin](https://www.youtube.com/watch?v=k9K1t8b9t3s&ab_channel=EnglishWithNassrin)

## **SENSORY MOTOR**

Students and adults can run **around** the classroom or playground in order to reinforce the meaning of around. Additionally, students can wrap their arms **around** a friend (with permission).

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

Teddy Bear, Teddy Bear, Turn Around, courtesy of the Kiboomers - kids music channel:

[https://www.youtube.com/watch?v=76wc4xdgzGk&ab\\_channel=TheKiboomers-KidsMusicChannel](https://www.youtube.com/watch?v=76wc4xdgzGk&ab_channel=TheKiboomers-KidsMusicChannel)

Hello to the children of the world, courtesy of ABUDL ISSA:

[https://www.youtube.com/watch?v=4hoFO6mo2Pg&ab\\_channel=ABDULISSA](https://www.youtube.com/watch?v=4hoFO6mo2Pg&ab_channel=ABDULISSA)

Ring around the Rosy, courtesy of Cocomelon - Nursery Rhymes:

[https://www.youtube.com/watch?v=uJl11ekrXy0&ab\\_channel=Cocomelon-NurseryRhymes](https://www.youtube.com/watch?v=uJl11ekrXy0&ab_channel=Cocomelon-NurseryRhymes)

A Musical Journey around the world, courtesy of songlibrary:

[https://www.youtube.com/watch?v=iNv6XvRJQS4&ab\\_channel=songlibrary](https://www.youtube.com/watch?v=iNv6XvRJQS4&ab_channel=songlibrary)

Travel around the world, courtesy of WOLRDKIDS:

[https://www.youtube.com/watch?v=P7kyRww9XKg&ab\\_channel=WORLDKIDS](https://www.youtube.com/watch?v=P7kyRww9XKg&ab_channel=WORLDKIDS)

Shapes are all around, courtesy of Pinkfong! Kids' songs and stories:

[https://www.youtube.com/watch?v=lcl8uB2AWM0&ab\\_channel=Pinkfong%21Kids%27Songs%26Stories](https://www.youtube.com/watch?v=lcl8uB2AWM0&ab_channel=Pinkfong%21Kids%27Songs%26Stories)

Stand up, sit down by Patty Shukla, courtesy of Patty Shukla Kids TV - Children's songs:

[https://www.youtube.com/watch?v=t9WAGkQUUL0&ab\\_channel=PattyShuklaKidsTV-Children%27songs](https://www.youtube.com/watch?v=t9WAGkQUUL0&ab_channel=PattyShuklaKidsTV-Children%27songs)

## YOUNG ADULTS

Around the world by daft punk, courtesy of daft punk:

[https://www.youtube.com/watch?v=dwDns8x3Jb4&ab\\_channel=DaftPunk](https://www.youtube.com/watch?v=dwDns8x3Jb4&ab_channel=DaftPunk)

All around the world by ATC, courtesy of Gattikus Howard:

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

Total Eclipse of the Heart by Bonnie Tyler, courtesy of Bonnie Tyler:

[https://www.youtube.com/watch?v=lcOxhH8N3Bo&ab\\_channel=bonnietylerVEVO](https://www.youtube.com/watch?v=lcOxhH8N3Bo&ab_channel=bonnietylerVEVO)

Turn Around by Conor Maynard featuring Ne-Yo, courtesy of Conor Maynard:

[https://www.youtube.com/watch?v=OwP6U0LRzQM&ab\\_channel=ConorMaynard](https://www.youtube.com/watch?v=OwP6U0LRzQM&ab_channel=ConorMaynard)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what **around** means (e.g., “**around** means something is located on every side. It can also mean that it is in many places all over, or close by”).

## ART OR SCIENCE ACTIVITIES

**Around** The World: Students and adults can use markers, paint, or crayons to draw the world and students can talk about different places where their parents might be from.

Adults and students can talk about how the moon rotates **around** the earth.

Here's a video of the Earth and Moon Rotation courtesy of NexusTVFull.

<https://www.youtube.com/watch?v=Zi6FkABFcQY>

## USE OF APPS OR OTHER TECHNOLOGY

*Ice Skating Ballerina*: The user gets to pick which ice skater they want to be and the outfit they dress up in. After they set up their ice skater, they get to do an ice-skating routine and will turn **around** in spins during their routine.

Google play store:

[https://play.google.com/store/apps/details?id=com.cocoplay.iceskater&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.cocoplay.iceskater&hl=en_US&gl=US)

Apple app store: <https://apps.apple.com/us/app/ice-skating-ballerina/id1187823762>

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

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

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

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

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

Thank you!

## CORE WORD: **Fall**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

ASK QUESTION: (e.g., Did you **fall**? Did he **fall**? Did he **fall** in love?)

PROVIDE WARNING: (e.g., Don't **fall**!)

DIRECT ACTIONS: (e.g., You **fall** down!)

SHARE INFORMATION: (e.g., He **fell** down)

REQUEST: (e.g., Please help me not **fall**)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students can have a “**fall** feast” with seasonal food and fall colors (i.e., red, yellow, orange).

### **Circle:**

Students can sing the song “Autumn Leaves are **Falling** Down” with corresponding movements.

Students can play “Hot Potato” as a group, trying not to make the bean bag or ball fall down.

Adults can discuss the different seasons of the year, and during the **fall** months, discuss the season.

## PLAY

### Toys and Games:

Students can play stacking games like “Jenga” together, trying not to be the person who makes the blocks **fall** down. When stacking blocks, students can tell their peers on their talkers when to make the blocks fall down.

Connect 4: After the game is over, students can take turns releasing the pieces and watching them **fall** down.

### Recess:

Students can sing and play “Ring Around the Rosy” together. They can “**fall** down” while holding hands at the end of the song.

Students can sing and play “[London Bridge is Falling Down.](#)”

Students can take turns hitting a balloon to keep it from falling down.

## READING

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

[I Fall Down](#), by Vicki Cobb \_ Stefani Tovar

[https://www.youtube.com/watch?v=tHB5-l\\_Yvc](https://www.youtube.com/watch?v=tHB5-l_Yvc)

[Pete the Cat Falling for Autumn](#), by Kimberly and James Dean \_ Michele Van Pelt

[https://www.youtube.com/watch?v=pe5XitiX6\\_A&t=197s](https://www.youtube.com/watch?v=pe5XitiX6_A&t=197s)

[The Sky is Falling!](#), by Mark Teague \_ Reading LibraryBooks

<https://www.youtube.com/watch?v=jk0cXaqueqQ>

[After the Fall By Dan Santat](#), (How Humpty Dumpty Got back up again) A READ ALOUD by PV Storytime

### Young Adults

[The Boy, The Mole, The Fox and The Horse](#), written by Charlie Mackesy - Read aloud by Tim Uffindell. This is a sort of story guide to life; to get up if you fall down, to be strong, to focus on the important things and above all, to be kind.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can discuss what they need and what they should do when they fall. Adults can model navigating to relevant pages and icons on their talkers (e.g., I hurt, body parts, help, etc.) and pre-program phrases as needed. Students can pretend-play asking for help and telling adults where something hurts.

## **SENSORY MOTOR**

Students can make seasonal "sensory" bins with snow and leaves.

Adults can assign two bins, (one for snow and ones for leaves) and adults can demonstrate how the leaves and/or 'fake' snow **falls** down into the bin(s). Adults can talk about how the leaves fall off the trees (in the fall) and in winter, when it is very cold, snow may fall, (like rain), but more slowly.

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

[Rock-a-bye Baby](#) ↓ CoComelon Nursery Rhymes and Kids Songs

<https://www.youtube.com/watch?v=03VAIrkmrD0>

[Humpty Dumpty](#) ↓ Kid's Songs ↓ Super Simple Songs

<https://www.youtube.com/watch?v=nrv495corBc>

[Jack and Jill Nursery Rhymes](#) ↓ Kids Songs with Lyrics ↓ Went Up the Hill ↓ Little Bo Bo Nursery Rhymes - FlickBox Studios

<https://www.youtube.com/watch?v=1vMUmCKFTp8>

### **Young Adults**

[Fallin](#), Alicia Keys

<https://www.youtube.com/watch?v=Urdlvw0SSEc>

[Free Fallin'](#), Tom Petty

<https://www.youtube.com/watch?v=1IWJXDG2i0A>

[Selena - I Could Fall In Love \(Official Music Video\)](#) Courtesy of Selena Official

[Detroit Spinners - Could It Be I'm Falling In Love . HD](#) Courtesy of Lous De Nennie

[Chumbawamba - Tubthumping \(Official Video\) \(I Get Knocked Down, But I Get Up Again\)](#) Courtesy of ChumbawambaVEVO

[Diana Krall - Pick Yourself Up \(Live\)](#) Courtesy of Diana Krall

## STRUCTURED ACTIVITIES

Adults can facilitate a cooking project for a **fall** food (e.g., a pumpkin pie).  
Adults can emphasize when foods fall into the bowl (e.g., flour, eggs, etc.).

Adults can conduct a group writing lesson focused on the fall, using Predictable

Chart Writing.



<b>In the fall we can</b> _____
In the fall we can _____
In the fall we can _____
In the fall we can _____
In the fall we can _____
In the fall we can _____
In the fall we can _____

## ART OR SCIENCE ACTIVITIES

Students can make a “**fall**/Autumn” themed collage using found dried leaves and orange/red/yellow art materials.

Students can make [fake snow](#) that they can use to make a winter scene or as part of a sensory bin.

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

*Pictello app:* Adults can utilize the *Pictello* app for writing a group story about the season of fall or what to do if someone falls down, etc.

*My Play Home app-* Students can act-out how adults can assist children or others who may fall down.

**WORD WALL:** Create a WordWall and add ‘**fall**’ 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 Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a “core word” focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com).  
Thank you!



## CORE WORD: **Over**

(Many activities in this worksheet are intended to be introduced in tandem with the Under worksheet)

For Educators, Related Service Providers and Parents

### SHARED READING

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### WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "My jacket is hanging **over** my chair in my bedroom.")

CLARIFY: (e.g., "Is the game **over** at 5 o'clock?")

ASK QUESTIONS: (e.g., "Is the store **over** there?")

DIRECT: (e.g., "Put the blanket **over** my legs, please.")

### ROUTINES AND SCHEDULES

**Classroom Helpers:** Students can be assigned to a helper role at the beginning of each week. Throughout the week, the students are to make sure they are carrying out their assigned role. One idea for a classroom helper role could be to manage the backpack hooks by making sure that they are all hanging on their assigned hook with their name tag **over** it. When school is **over**, the backpack manager can assist his classmates in getting their backpacks. If needed, they can help their classmates out by putting their backpacks **over** their shoulders or the back of wheelchair.

**Hide and Seek Attendance:** Adults can hide name cards around the room before students arrive. During circle time, adult can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look **over** the door"). After they find their name card, they can put it

up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

## Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

### PLAY

**Pretend Play:** During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word over into various contexts during play. For example, if the child is suggesting that you make pretend food, the adult can say "Sure! Let's go over there and see what is in the fridge." Or "The apron is hanging over the chair")

**Positional Word Activity:** Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, over, behind/in the back of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ) at:

<http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ>



Picture from The Primary Post

## READING

**Over and Under the Snow** | by Kate Messner | [Read Aloud by Randi Sosny-Handler](#)

A cute story about a child who explores his environment **over** the snow and learns about what's under it too.

**Around the House Chased the Fox and the Mouse** | by Rick Walton | [Read Aloud by Corinne Anderson](#)

A prepositional tale about a fox who chases the mouse all around the farm. Story is packed with prepositional words, including **over** and **under**.

**We're Going on a Bear Hunt** | by Michael Rosen | [Read Aloud by Sam M](#)

A family embarks on an exciting adventure to find a bear as they encounter many terrains. They come across some long, wavy grass that they can neither go **over** or **under**.

**Room on the Broom | by Julia Donaldson and Axel Scheffler | [Read Aloud by Alan Mandel](#)**

The witch and her cat fly happily **over** forests, rivers, and mountains on their broomstick until they come across some friends that want to join.

**Jump Over the Puddle | by Emma Quay | [Read Aloud by JL English](#)**

A cute story about a panda and his other animal friends who are trying to jump **over** a rain puddle.

**The Detective Dog | by Julia Donaldson | [Read Aloud by Give Us A Story!](#)**

A dog who is trying to find the thief who stole the books and looks all **over** town in many locations.

**The Cow Tripped Over the Moon | by Tony Wilson | [Read Aloud by Mumma to Three](#)**

A cute spin-off of the riddle 'the cow jumped **over** the moon'.

**The Three Billy Goats Gruff | By Paul Galdone | [Read Aloud by Storytime with Miss Jeannie](#)**

A classic fairytale children's story about three goats that pass over a bridge and have to get past a troll who lives **under** it. Luckily the goats manage to think on their feet and outsmart the troll to reach the other side of the hill safely.

## **SENSORY MOTOR**

Adults can make an 'obstacle course' made of random things throughout the classroom, house, or outside. As the students move through the obstacle course, the adults can verbally direct them by saying "jump **over** the stick!" or "Quick! Crawl under the chair!". For more ideas and pictures, head over to this [blog post](#).

<https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>

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

[Learn OVER & UNDER \[Preschool Learning Lesson/Guessing Game\] | Preschool Kids TV](#)

Animated preschool teacher is going to show you the difference between 'over' and '**under**'. Watch and play a fun guessing game too!

<https://www.youtube.com/watch?v=w7oWuofeA6U>

### **Classic Sesame Street – Over and Under**

An old 1970 Sesame Street clip that demonstrates 'over' and '**under**' spatial concepts.

<https://www.youtube.com/watch?v=5DCIjdFSmr4>

## **STRUCTURED ACTIVITIES**

**Clock and Visual Schedule:** For students who use visual schedules during instruction, a mini activity that incorporates spatial words would be to instruct the student to hang (or tape) their visual schedule **over** or under the clock. Placing the visual schedule near the clock will enforce the concept of time, add structure to a routine, and incorporate the target core word **over**.

### **Spring Preposition Adapted Books | by File Folder Heaven - \$4.50**

3 adapted books that contain manipulatives for learning various prepositional concepts. Three books contain concepts of **over** and under, in and out, and up and down.

<https://www.filefolderheaven.com/adapted-books/preposition-adapted-books/spring-prepositions-adapted-books>

## **ART OR SCIENCE ACTIVITIES**

### **Over and Under the Snow Extension Activity | Idea from Leah Newton Art**

After reading the book, Over and Under the Snow, students will draw a depiction of them in the snow, along with what they imagine is living under the snow. The picture will contain scenes from both **over** and under the snow.

<https://leahnewtonart.com/2020/12/14/over-and-under-the-snow-art-project-lesson/?pp=1>

## USE OF APPS OR OTHER TECHNOLOGY

**Magical Concepts (Virtual Speech Center Inc.):** \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: **over**, under, different, same, many, few, down, up, and more!

**My Play Home (PlayHome Software Ltd):** \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like **over** and under during play on the app.

**WORD WALL:** Create a WordWall and add '**over**' 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 Amy Burt @ [amyaburt@gmail.com](mailto:amyaburt@gmail.com).  
Thank you!