

## CORE WORD: **Dress**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

A comprehensive video from TouchChat App targeting the word **dress** and other related words <https://www.youtube.com/watch?v=FbSWmW0p8kc>

\*The word **dress** can be a noun or a verb so don't forget to model this word using it both ways. That way the student not only learns where this word is located on the device but understands the different parts of speech.

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

REQUEST: (e.g., I want that **dress**. I want to **dress** my doll. Change that **dress**.)

GIVE INFORMATION: (e.g., I sold my **dress**.)

INITIATE: (e.g., Let's go shopping and get a fabulous **dress**. Let's change the **dress** of our barbies.)

ASK QUESTIONS: (e.g., do you like my **dress**? Why is your **dress** red?)

COMMENT: (e.g., I like your **dress**. You look pretty with that **dress**.)

PROTEST: (e.g., Stop touching my **dress**. I don't like my **dress**.)

## ROUTINES

**Academic activities in class:** By the end of the school day, teachers can create routine activities where students need to put their jackets, gloves back on, etc. Teachers can call this routine “time to **dress** up”.

Clothing/ **dress** up related vocabulary is part of common core for younger students. When covering this topic, teachers have plenty of chances to use the target (**dress**) word. Teachers can use toys, stuffed animals, barbies, or simple coloring sheets where the students are asked to **dress** up the items. You can ask the students to color the **dress** in specific colors or ask the students how they would like to **dress** the toys or stuffed animals.

Here are some links (coloring sheets) that you can use:

<http://www.getcoloringpages.com/dress-coloring-pages> by Get Coloring Pages

<https://paperthinpersonas.com/2013/08/10/marSOLE-monday-in-black-and-white-a-lot/> by Paper Thin personas

<https://www.free-for-kids.com/weather-colouring-pictures.shtml> by Free For Kids

**Circle Time:** Going over the weather is a common routine during circle time. During this activity, teachers can encourage students to talk about how to **dress** based on the weather of that day. Expand this concept. If a teacher asks what's the weather like outside? Also ask, how we should **dress** based on the weather of today (ex. Today is hot, how should we **dress**? Should we have a jacket or shorts? When it is cold, we **dress** up differently. We wear a sweater and pants. How did she (classmate) **dress** today? Is she wearing summer or winter clothing?) That way teachers are targeting common core vocabulary (clothing items) and this core word.

Encouraging students to communicate with each other and give compliments to each other in class is not a common activity; however, it is pragmatically appropriate and support the student to build friendships and increase their overall language. When talking about weather, teachers can encourage students to compliment classmates based on how they **dress** (ex. Teachers can ask student A: how do you like your classmate's **dress**? If you like her **dress**, you can say tell her using your talker, etc.).

**Pre-Literacy activities in the classroom:** There are plenty of books that target clothing. Just don't forget to model and add the word **dress** when reading a book about this topic. Also, teachers can have clothing items or visuals boards with different types of clothing and encourage children to identify the first letter of the word **dress** and clothing items (e.g., we are working on summer **dress** up. How do you **dress** in the summer? Let's listen to the first word on **dress**). Students can identify the letters and/or work on their writing (imitation, hand over hand, tracing, etc.).

Here are some worksheets that can be used for this activity:

<http://cottonridgehomeschool.com/wp-content/uploads/2014/03/Dress-Coloring-Tracing-Page.pdf> by Homeschool Cottom Ridge

<https://twistynoodle.com/trace-the-dress-worksheet/> by Twisty Noodle

**Going to the mall:** Going to the mall with parents or friends is a fun activity that teenagers and older students enjoy. This is a perfect activity to practice the word **dress**. First, communication partners can ask the students what they would like to buy. If shopping for a special occasion, adults can ask how they would like to **dress** up for this occasion. When going to the mall, parents can encourage the student to request the items to the seller using the talar (e.g., Oh it seems that you like this **dress**, let the seller know that you want that **dress**. Do you have this **dress** in another color/size?).

**Sleep over-party/ costume party:** This can be done at school, at home or a friend's house and is applicable to all ages (especially the costume party). If a student has a costume party or sleepover party, parents can help the students to choose what costume/pajama they will **dress**. Ask the student how they want to **dress** and don't forget to model. Parents and/or teachers can create fun activities in which the students are planning or even creating what they will **dress** in those parties. Encourage the student to create simple sentences using the talker and the word **dress** (ex. I want to wear a blue **dress**. I want to **dress** up for the costume party.)

This website provides ideas on easy/simple ways that kids/adults can dress up for costume/**dress** up parties:

<https://kidsactivitiesblog.com/14169/simple-dress-up-ideas/> by kidsactivities.com

Morning routine at home: choosing how to **dress** up for the day is a perfect daily activity that targets this core word. Every morning before changing, parents can ask the student what they want to **dress**/wear for school. (e.g., how do you want to **dress** today? Do you want to wear jeans or a **dress**? Do you want the blue or red **dress**?) Make sure adults model and encourage students to create complete sentences (e.g., I want the red **dress**).

For adults

Blogging/YouTube: Adults that are into fashion, have opportunities to use the word **dress** by reading or watching YouTube videos. There are many fashion channels that talk about **dressing** styles, how to **dress**, what is in style, etc. Communication partners can support the adult AAC user by modeling, rephrasing what they saw on the channels, and discuss the videos using the word **dress**, etc.

Here are some fashion bloggers:

<https://www.youtube.com/channel/UCdF5QXMUx1tT7odhtBdDyEA>

<https://www.youtube.com/channel/UCviCtKa2RYf2n7yYNqXuxoQ>

<https://www.youtube.com/watch?v=n2aRXES2VA>

[https://www.youtube.com/watch?v=576-3s\\_fNdE](https://www.youtube.com/watch?v=576-3s_fNdE)

## PLAY

There are many games that involve **dressing** up. It could be something simple like playing with barbies or playing a complex game for adults. As long as you model the word **dress**, the student will have plenty of fun ways to learn this core word.

[Pretty Pretty Princess Dress-Up BoardGame](#) this game has a full set of princess jewelry. Students choose a color set and each student takes a turn spinning the wheel on the jewelry box. When playing this game, always model the word **dress** (e.g., Let's see who will **dress** up first. Do you want to **dress** up all blue or all red?).

Barbies/ dolls/ stuffed- animals: Students can play with their favorite toys and play **dress** up. Parents or teachers can encourage the student to describe how they are **dressing** the doll. If the student chooses a **dress** for example, ask the student what color the **dress** will be? Ask questions like, do you want a short **dress** or long **dress**? Make sure you model and encourage the students to make complete sentences (I want the short **dress**). If there are many options of dresses, ask what color, print of **dress** they want to use, etc.

Paper doll printables: these are easy to find and affordable activities for younger students. When playing with this activity, model and encourage students to explain how they will **dress** the paper doll (e.g., how are you **dressing** her up? Should we **dress** her really nice or make her wear a simple shirt and jeans?). Here are some free printables available:

<https://www.kitchentableclassroom.com/printable-paper-doll-templates/> by The Teacher Table Classroom

<http://www.supercoloring.com/paper-crafts/dress-up-paper-dolls> by Super Coloring

<https://www.favecrafts.com/Papercrafts/Free-Printable-Paper-Dolls> by Fave Crafts

Other toys/games available to purchase:

[Magnets Dressing Up](#), [Science! STEM sticker Adventure- Sticker Activity Book](#), [Confidence-Building Sticker Book](#), [Sticker Dolly Dressing Around the World](#).

## READING

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

[Jacob's New Dress](#) by Sarah Hoffman [https://www.youtube.com/watch?v=A-C4j4v79\\_c](https://www.youtube.com/watch?v=A-C4j4v79_c) read by Shivani Savdharia

[Morris Micklewhite and the Tangerine Dress](#) by Christine Baldacchino <https://www.youtube.com/watch?v=pjj5yENvUj4> read by Charlotte Mecklenburg Library

[Maisy Dresses Up](#) by Lucy Cousins

<https://www.youtube.com/watch?v=skjiAAybHf4> read by Fun2Learn

[The Fiesta Dress: A Quinceanera Tale](#) by Caren McNelly McCormack

<https://www.youtube.com/watch?v=JPN9leDrCTo> read by The Spanish Teacher

[My Forever Dress](#) by Harriet Ziefert (from Epic- Online books)

<https://www.youtube.com/watch?v=HnmPaSEPvs8> read by Cindy Cartwright

For older students (High Elementary/Middle School students)

[Dress Coded](#) by Carrie Firestone

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

There are many ways how adults can incorporate activities about  **Dressing** up into social interactions between classmates/ friends/family members, etc. These videos provide ideas and video modeling on how students can interact using the word **dress**.

[Ryan Pretend Play Costume Show Dress up!](#) By Kaji Family

[Emma Pretend Play Dress Up Washing & Ironing Clothes with Kids Toys](#) by Toys and Colors

## **SENSORY MOTOR**

Have different types of clothing with different fabrics, materials and ask the students to describe each item. Make sure you model the word **dress** during this activity.

For students with fine and sensory motor difficulties, exercises that target dress/**undress** are important. Adults can support the student's vocabulary by modeling the word **dress** while performing those exercises.

Here there is a video by the Nicklaus Children's Hospital with exercises that support this activity <https://www.youtube.com/watch?v=AxxBttoTiiU>

Playing dress up with play dough mat

<https://www.momsandcrafters.com/printable-dress-up-dolls-play-dough-mats/>

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

YouTube has many songs that target **dress** and related words. When singing these songs, always have the device and model as needed.

This Is The Way We Get Dressed/Kids Songs/Super Simple Songs

<https://www.youtube.com/watch?v=1GDFa-nEzlg>

Get Dressed for the Day Song/The Singing Walrus

[https://www.youtube.com/watch?v=KDE6i\\_ZZkFU](https://www.youtube.com/watch?v=KDE6i_ZZkFU)

Let's Get Dressed Song/Clothes Song for Kids/The Kiboomers

<https://www.youtube.com/watch?v=OAVh6StYLq8>

Getting Dressed/Clothes for Kids/ English Stories for Kids from Steve and Maggie

<https://www.youtube.com/watch?v=KBcJZOA3Cuk>

Getting Dressed Song/Learn with Little Baby Bum/Nursery Rhymes for Babies/ ABCs and 123s

<https://www.youtube.com/watch?v=fSdEIVoElu4>

Songs (For Adults)

Dress by Taylor Swift <https://www.youtube.com/watch?v=YSk84jfnk50>

Red Dress by Magic <https://www.youtube.com/watch?v=FaX64o71vGQ>

Freakum Dress by Beyonce <https://www.youtube.com/watch?v=ArDXxTsJJoo>

[Lyrics.com](https://www.lyrics.com) has a list of different songs (different styles) that have '**dress**' in them. You can buy the songs from the website or look for the specific songs the student likes on YouTube or other music platforms.

<https://www.lyrics.com/lyrics/dress>

## STRUCTURED ACTIVITIES

Structured activities for language arts:

Teachers can draw a table on the board or have worksheets in which the students have to categorize the different kinds of clothing based on how to dress by weather. Students can make sentences such “in the summer we **dress** with shorts, t-shirts”.

Print available short books/worksheets that target the word **dress**, Make sure teachers model the word **dress** and encourage the student to use his/her talker to read the words or talk about the activity

Examples of these books/worksheets (ready to print for low cost or free:

Dressed for the snow <https://thisreadingmama.com/free-snow-themed-emergent-reader/>

Winter Clothes Dress Boy and Girl

<https://www.teacherspayteachers.com/Product/Winter-Clothes-Dress-Boy-and-Girl-Free-2940954>

What I Like to Dress <https://alittlepinchofperfect.com/about-me-what-i-like-to-wear-kids-craft/>

Winter Dress Up Boy <https://sarahpecorino.blogspot.com/2012/01/printable-getting-dressed-for-winter.html>

## ART OR SCIENCE ACTIVITIES

**Science projects:** there are not too many science projects that target clothing or **dressing** up. However, there are some projects that can be done with clothing items. Here is a video on how to dye clothing. When performing this activity, make sure the adults model the word **dress** and create activities that tie to the video (e.g., ask the student to choose the clothing they want to dye, and why. Ask the student to choose the color they want to use, how she/he would **dress**/wear it? etc.).



<https://www.youtube.com/watch?v=Qg5PJxAJebc> by Jesus Daniel Anceno Olivas

### **Art Projects:**

Make a **dress**: If parents know how to sew, students can help parents to make/design a **dress**. Ask the students questions about the type of style/fabric/length/ design/ etc. they want the **dress** to be. Parents can take the students to buy the fabrics needed that way students can request the items for the **dress** at the store.

Coloring sheets. Print free or low-cost coloring sheets in which the students are asked to color different dresses. Here are some examples (also check the structure activity section for more worksheets)

Coloring Page Dresses by Coloring Home <https://coloringhome.com/coloring-pages-dresses>

Collection of Dresses Coloring Pages by Clipart Library <http://clipart-library.com/dresses-coloring-pages.html>

Dress-Up Coloring Pages for Kids by First-School.ws <https://www.first-school.ws/THEME/coloring-pages/school/dress-up-costumes.htm>

Crafts. There are many craft activities that involve **dressing** up or **dresses**

29 Totally Awesome DIY **Dress** Ups For Kids by Rediscovered Families <https://rediscoveredfamilies.com/diy-dress-ups-kids/>

DIY Dress Up: Mailman by Making of a Mom <https://makingofamom.com/diy-dress-up-mailman/>

Make Your Own Paper Roll Princess by Mas & Pas <https://masandpas.com/make-your-own-paper-roll-princess/>

Lego Friends Dresses Free Template by Fynes Designs <https://www.fynesdesigns.com/lego-friends-dresses-template/>

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

There are many free/ low-cost apps that focus on **dressing** up. When working with these apps, make sure the adult is modeling the key word while performing the activity. Here are some useful apps.

*Yipi Costume Party*. Dress up app. Available on iPad, iPhone.

*Toca Tailor*. From the Toca Boca app, this app allows the student to create and design their own clothing. Available on iPad and iPhone.

*My PlayHome Stores*. In this app, the little dolls go on a shopping spree and they can try the clothes. Available on iPad, iPhone, Android, and Kindle Fire.

*Dress Up Fred and His Friends*. This app has animal characters, which can be **dressed** up with different costumes. Available on iPad and iPhone

*Babies Dress Up*. Students try on costumes and accessories. Available on iPad, iPhone, and Google Play.

<https://elixrapp.com/dress-up-games-for-adults/> this website has a list of the 10 best dress up games for adults. The apps are available in Android and iOS.

**WORD WALL:** Create a WordWall and add '**dress**' to the list. (e.g., for today we will go over the word **dress**, etc.).

**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 **dress** 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 Diana V Angeles.MS., CCC-SLP @ [diana.v.angeles@gmail.com](mailto:diana.v.angeles@gmail.com)  
Diana is a Spanish- Bilingual Speech Language Pathologist who has been working in moderate to severe classrooms serving students in the spectrum.

Thank you!

## CORE WORD: **Ask**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

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

QUESTION: (e.g., What did you **ask**?, Can I ask you something?)

COMMENT: (e.g., I need to **ask** something)

DIRECT ACTIONS: (e.g., **Ask** them, not me!)

### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can support students to **ask** for the snack items, or utensils. Adults can use speak-aloud strategy to model thinking, "I see there's no forks. I need to ask about that.").

Adults can also support students to initiate conversations during snack time by asking questions. (e.g., "Who wants to **ask** the group how our weekend was?")

**Circle:** Adults can add a Question of the Day during circle time, or students can take turns being the one to **ask** the circle a question. Adults can model using the word ask (e.g., “What is the question you want to ask?”). Students can use the word ask to precede their question (e.g., “I want to ask ....”)

## PLAY

**Toys and Games:** Students can use the core word in guessing games, such as Guess Who? Or Twenty Questions. Adults can model and support students to use the core word to obtain information based on provided clues (e.g., They’re thinking of something outside. Let’s **ask** if it is an ocean!).

**Card Games:** Card games like “Go Fish” can be utilized to include the core word. Adults can model and support students to use the core word in turn taking routine (e.g., It’s my turn to **ask**! Do you have any...?)

**Recess:** Adults can model using the core word to find out who will do what activity during recess and encourage students to continue the conversation. For example, “I don’t know what toy [student name] wants to bring outside, I’m going to **ask**.”. Or “Can you ask [ student name] what they would like to do during recess?”

**Board Games/Card Games:** Adults and students can practice the core word while playing board games or card games that utilize question asking: Go Fish, Guess Who, Twenty Questions, etc. Adults can model the core word during game play to provide instructions, such as: now it’s your turn to **ask** a question. Additionally, adults can facilitate use of the core word by asking students questions that promote use of the core word (e.g., I can’t remember who you asked first? Did you ask me, or her?)

## READING

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

**Ask Me**, by Barnard Waber, courtesy of Grandma B. Reads with Me,  
<https://www.youtube.com/watch?v=vhFLEYVzfVA>

A father and daughter go for a walk outdoors, asking and answering each other's questions. Repetition of the phrase "ask me" makes it easy for students to join in the reading process on their talkers.

**Just Ask**, by Sonya Sotomayor, courtesy of Imaginary Pages  
<https://www.youtube.com/watch?v=q4sGcaA6bFk>

Beautiful book featuring children of diverse abilities and experiences sharing their stories. Each page features a different child, and ends with a question to initiate conversation

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can promote social question asking by using video modeling. Students can watch videos about asking questions, role play interaction, and create and practice their own social questions. Adults can model the core word in an instructional context: What do you want to **ask** them? Did they already **ask** that question? Students can use the core word as a part of appropriate topic shifting strategy: Can I **ask** you a question?

Video Supports: Asking Social Questions

Younger Students: <https://www.youtube.com/watch?v=ZMCKdqZ5SBk>, courtesy of Benjamin Mizrahi

Older Students: <https://www.youtube.com/watch?v=XK4G0tAN7fk>, courtesy of Footprints Behavioral Interventions

## **SENSORY MOTOR**

Sensory Bins: Adults and students can work collaboratively to create sensory bins. Adults can model asking questions about items and materials that are to be gathered (e.g., Can you **ask** them if they can bring the water?)

After setting up sensory bin stations, adults can model use of the core word by supporting students to ask before they join or change a sensory station. (e.g., Before you change stations, make sure you **ask** a teacher.)

## VIDEOS, MUSIC, ANIMATED SHORTS

[The Ask Song, courtesy of Have Fun Teaching](#)

[https://www.youtube.com/watch?v=zb6a\\_73WUQI](https://www.youtube.com/watch?v=zb6a_73WUQI)

*Older Students*

[Ask, The Smiths](#)

<https://www.youtube.com/watch?v=zoo9Vu1a9bU>

[Song for the Asking, Simon and Garfunkel](#)

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

[Too Much to Ask, Niall Horan](#)

<https://www.youtube.com/watch?v=ljXSjlph5ZM>

## STRUCTURED ACTIVITIES

Class Survey: Adults can support students to create a classroom survey, focused on discovering more information about a shared topic of interest within the class (favorite foods, books, dates of birth, etc.) Students can use the core word **ask** as an introduction strategy while gathering information (e.g., Can I ask you a question? I want to ask you about..., I'm taking a poll and I need to ask some questions.). Adults can lead follow-up discussion on survey results, modeling use of core words (e.g., What topic did you ask about? Who did you ask?).

## ART OR SCIENCE ACTIVITIES

Extension Activity for the Book "Ask Me Anything": Adults can support students to create a class book inspired by the interaction between parent and child in the above mentioned story "Ask Me Anything". Students can create illustrations about a time when they asked a question about something they were curious about to a parent, teacher, friend, etc. Adults can include a carrier phrase with

the core word on each page for the students to complete. For example: I **asked** [person] about [subject]. Students can use the core word to share their illustration aloud (e.g., I asked about why the sky is blue).

Science Project Discussion: After completing a simple science project relevant to student interest, ability, and context (online/in-person teaching), adults can organize a virtual science fair where students can answer questions about their projects. Adults can support the use of core words by supporting students to brainstorm questions they might be asked in their Science Fair (e.g., Why did you pick this project? How long did it take to complete?). Alternatively, segments of the class can be divided into those who want to ask questions and those who want to answer. After the fair, students can use the core word to share the questions they asked, or who asked them questions and what they were asked about (e.g., One teacher **asked** me about..., I was asked how to....)

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

*Bookcreator.com Website:* The student and adult can create or retell a story on Bookcreator. Adults can work with students to create a story or personal narrative that includes question asking or uses the core word **ask**. For example, adults can have each page of the story start with a carrier phrase that includes the core word (e.g., I asked my [friend/parent/teacher] about \_\_\_\_\_. They said\_\_\_\_\_).

*TOCA Kitchen Monsters (free):* Students can feed a monster different real or wacky food items. As they play, adults can support students to use the core word by supporting them to ask peers what they would like to feed the monster or elicit the core word (e.g. What do you think they want to feed the monster ? How can we find out? **Ask** a question !)

**WORD WALL:** Create a WordWall and add '**ask**' 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 [Liz @ lizcambra@gmail.com](mailto:Liz@lizcambra@gmail.com). Liz is a second-year graduate student at San Francisco State University, specializing in AAC. Thank you!

## CORE WORD: **Question**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### **EXTENDING, EXPANDING AND ELABORATING**

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

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

QUESTION: (e.g., I have a **question**: \_\_\_\_\_?)

COMMENT/VALIDATE: (e.g., That's a great **question**!)

MAND (REQUEST) FOR INFORMATION: (e.g., My **question** is, "When is snack time?")

REQUESTING HELP: (e.g., **Question**: What are you saying? I don't understand.)

### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** During structured snack time, adults can hide snack options and have students ask questions about what the snack is. They can prompt, "What's your **question**?" Students can answer, "**Question** is.... (is it round, what color is it, where do you find it)?"

**Circle:** Students and adults can take turns asking others **questions** such as, “What did you do over the weekend?” or “What did you eat for breakfast” and modeling use of the word. After one person makes a statement, another can comment, “I have a **question...**” and ask their follow up **question**.

## PLAY

**Toys and Games:** Students can play the game Guess Who. Adults can prompt each student to “Ask a **question**.” Other students can ask, “What is your question?”

**Recess:** Students can practice asking others the **question:** “Can I play with you/that?”

## READING

Here are some suggested books on YouTube that can assist in teaching the core word. Adults can pause while reading to note the **questions** that are being asked within the book.

[I Love You Stinky Face written by Lisa McCourt](#), courtesy of Stories for kids

<https://www.youtube.com/watch?v=OaP9ED2HWf4>

[A House for Hermit Crab by Eric Carle](#), courtesy of VidswithRy

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

[Ada Twist Scientist - Children's Books Read Aloud - by Andrea Beaty](#), courtesy of Let's Read Stories

<https://www.youtube.com/watch?v=1rzsl41O5eQ>

[Ask Me by Bernard Waber](#), courtesy of Grandma “B” Reads with Me

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

[Frank The Seven Legged Spider by Michael Razi](#), courtesy of Joseph Gochee

<https://www.youtube.com/watch?v=jz9LVQQp0Lw>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can practice maintaining a conversation with another student or adult by asking and answering **questions**.

The below video features a young adult learning to ask **questions** on his AAC device:

[https://www.youtube.com/watch?v=G4h-Hz\\_iqPc](https://www.youtube.com/watch?v=G4h-Hz_iqPc), courtesy of Kreed's World

## **SENSORY MOTOR**

Adults can set up stations of exercises or sensory activities, with students rotating through each station. Before rotating, adults can have students stop and ask them a **question**. Depending on student goals, the question can be a yes/no, like/not, or more complicated wh question. Adults can also have students ask a question.

Adults can set up a structured game, using a large gym or open space. Adults can ask a question, and direct students to hop, jump, run, walk, scooter, etc. to their answer choice in one of the corners (E.g., "Do you like cats? Go to this corner for yes, that corner for no... Go!"). The question asker role can start with adults and then students can take a turn to ask a question.

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

The songs below do not contain the word **question**, but their titles and lyrics contain questions. Adults can play the songs for students and pause to discuss the questions or comment, "I hear a question." Students can indicate that they hear a question (on AAC devices, by raising their hand, or by doing a motion directed by an adult--" When you hear a question, touch your nose!" ..." When you hear a question, clap your hands").

[Should I Stay Or Should I Go - The Clash \(Josephine, Tim, Christian\)](#) courtesy of the Voice Kids

<https://www.youtube.com/watch?v=09C0t8jsjNQ>

[How much is that doggie in the window?](#) Courtesy of British Council | LearnEnglish Kids

<https://www.youtube.com/watch?v=iApAn0whVZE>

[What does the Fox say ? \[cartoon version\]](#), courtesy of Lihay

<https://www.youtube.com/watch?v=sBCCjhK2CAg>

[The Who - Who Are You](#), courtesy of TheWho

<https://www.youtube.com/watch?v=PNbBDrceCy8>

[KIDZ BOP Kids - What Do You Mean?](#) courtesy of Kidz Bop UK

<https://www.youtube.com/watch?v=OfGcIUVO2g>

[Baha Men - Who Let The Dogs Out](#) courtesy of Karan Thakur

<https://www.youtube.com/watch?v=Qkuu0Lwb5EM>

## STRUCTURED ACTIVITIES

Adults can facilitate a game of 20 **questions**. They can pick a random item and put it inside a shoe box. Students then have to ask questions to try to figure out what the item is (Is it big? Is it fluffy? Can you eat it? Is it an animal?). The original game is played using only yes/no questions, but the game can be modified in any way needed to best support students. Adults can emphasize the word **question** and model how to ask questions.

## ART OR SCIENCE ACTIVITIES

Students can read answers to common science questions. Students or adults can read the question, emphasizing, “What’s the **question**?” and “Let’s find an answer to our question.” Use the article [Science Questions: Explaining the Universe to Kids](#), courtesy of Home Science Tools to help frame questions.

<https://learning-center.homesciencetools.com/article/top-science-questions-kids-ask/>

Students can either watch [the video](#), courtesy of Mayta The Brown Bear - Toddler Learning Videos, or try this out themselves and answer the question: Will it sink or will it float?

<https://www.youtube.com/watch?v=aVUXV5LG5O4>

Students can have fun mixing two colors of paint together to answer the question, "If we mix \_\_\_\_ and \_\_\_\_, what color will we make?"

## USE OF APPS OR OTHER TECHNOLOGY

*Boom Cards:*

\*Adults can use the structure of Boom Cards to identify questions and question words within the card decks

[Wh-Question Mix-Up](#), courtesy of SLP Studio.

<https://wow.boomlearning.com/deck/wh-question-mix-up-YXRrLx4zT5jyxGcmc>

[Differentiating between what and where: field of two](#), courtesy of LadyBurd

<https://wow.boomlearning.com/deck/differentiating-between-what-and-where-field-of-2-hPSA3dGmZ4mdmXfyE>

[Differentiating between who and what: field of two](#), courtesy of LadyBurd

<https://wow.boomlearning.com/deck/differentiating-between-who-and-what-questions-field-of-ii-ZPSw9tZrummA9HJ2r>

**WORD WALL:** Create a WordWall and add '**question**' 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 Kenney @ [bkenney@hershey.k12.pa.us](mailto:bkenney@hershey.k12.pa.us). Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

## CORE WORD: **These**

### For Educators, Related Service Providers and Parents

#### STRATEGY OF THE MONTH

### EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

### WAYS WE CAN USE THE WORD

CLARIFY: (e.g., **These** or those?)

COMPLAIN: (e.g., **These** people are annoying me!)

EXPRESS OPINION: (e.g., **These** are my favorite of the bunch.)

### ROUTINES AND SCHEDULES

**Morning Meeting/Circle:** Divide the students into groups and assign a list of tasks/jobs for the group for the day (or week). Explain to the class while gesturing to each group that **these** students will complete these tasks.

**Art:** Take a tour of the art room and look at all the different items. Explain that **these** tools are used XX and these brushes are used for XX.

### PLAY

**Toys and Games:**



Memory/Concentration: As you play the game and flip over two cards at a time, you can model **these** cards match/don't match.

Imaginative play restaurant: This is great if you have a group of students. Have restaurant guests sit in groups of at least two. The server can take their order and then tell the chef, "**these** guests want XX." The chef can make the food and tell the server, "these plates go to XX."

### **Recess:**

If a student is feeling overwhelmed, take time to talk with the student about what the different options are (e.g., **These** students are playing tag, these students are on the play structure, these students are playing soccer, etc.)

## **READING**

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

The Very Hungry Caterpillar by Eric Carle [read aloud by Storytime with Ms. Jeannie](#). After reading the story, try this fun modeling activity! Sort food that the caterpillar ate and some food he didn't eat. Model the phrase "he did eat these foods" and "he did not eat these foods"

The Word Collector by Peter H. Reynolds [Read aloud by YouTube Books for Kids \(featuring Michelle and Barack Obama\)](#). While reading a long comment that Jerome loves "these" words so much, and that he is gathering "these" words because they are so exciting.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Have students introduced their friends to someone else. **These** are my friends. These are some things we like to do together. These are some places we like to go.

## **SENSORY MOTOR**

Gather multiple bins with fillers of varying textures, colors, etc. and add different small items to the bins. Talk about how **these** items are in the wet bin, and these items are in the blue bin, etc.

Talk to each student about their particular sensory diet, and about how **these** things help with sensory overload, and how these things help with under stimulation, etc.

## VIDEOS, MUSIC, ANIMATED SHORTS

These Boots Are Made For Walking | Nancy Sinatra | [Video by weissebrauen](#)  
This catchy song talks about what **these** boots are made to do. If you prefer a more modern version (with a racier video), check out [Jessica Simpson's version](#).  
Nancy Sinatra: <https://youtu.be/SbyAZQ45uww>  
Jessica Simpson: <https://youtu.be/DPtfsk4ETjM>

My Favorite Things | Julie Andrews | [YouTube Video](#)  
In this song, listen to Julie Andrews tell you how **these** are a few of her favorite things.  
<https://youtu.be/33o32C0ogVM>

## STRUCTURED ACTIVITIES

Instead of completing a structured activity, review a bunch of the structured activities you have completed in the past. Let students say that **these** are the ones I liked, and these are the ones I didn't like.

If you're looking for an actual structure activity consider this sock drawer task: sort through socks and organize into two categories: **these** have holes and these do not.

## ART OR SCIENCE ACTIVITIES

Art: See above Routines section about an art room tour.

Art: Organize prints or pictures of famous paintings into groups. Have students describe what they have in common. Students can talk about how **these** paintings have bright colors, these paintings have a lot of shapes, these paints are religious, etc.

Science: For this science experiment you need a container of water and a variety of items. See which items float and see which items sink. Create two groups. Group 1 is **these** items float. Group 2 is these items sink.

## USE OF APPS OR OTHER TECHNOLOGY

If you have a classroom tablet or computer, have students organize applications into groups and explain **these** apps are educational, these apps are related to art, these apps are for math, etc.

**WORD WALL:** Create a WordWall and add **'these'** 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 write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands-on approach.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ [the.read.with.me.slp@gmail.com](mailto:the.read.with.me.slp@gmail.com) and Kelsey Robin @ [Kelseyrobin.ccc.slp@gmail.com](mailto:Kelseyrobin.ccc.slp@gmail.com)

Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ [https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG\\_YA](https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA) and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me>

Follow Kelsey on YouTube @ <https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/rockin.robin.slp>

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ [https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG\\_YA](https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA) and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster

City School and is a member of the AAC Team. She is passionate about preschool and providing access to dynamic and high-tech communication systems as early as possible.

Thank you!