

tobiidynavox

Core Word Lessons



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Introduction

Welcome! We are thrilled that you are here and will have the chance to take advantage of these Core Lessons. Our hope is that you will feel supported in introducing Core to your student and realize the power of introducing it with books and other fun activities.

We have provided several books designed to support you in teaching your student about the Core. You'll learn how to use them alone and in connection with other words. The lessons in this guide have been designed to be used over the course of 5 days. You might find that one school day or lesson session is just what you need for a set of activities. You might also find that you'll need to repeat a lesson for several days until you feel that the student is set to move to the next day. You might also want to return to some of these lessons after you've completed the five-day set. With these lessons, you have the flexibility to use these lessons in any way that is most supportive of your student learning the concepts outlined below.

Finally, we have two sets of additional activities.

- Supplemental Activities are used throughout the five-day lessons and are suggested for home practice.
- We also offer a set of Additional Extension Activities that can be used where you see appropriate home or additional school practice.

Core Word Lessons

Contents include an "Overview" lesson and a "Complete" lesson for each of the following 12 core words (appearing in this order):

- | | | | |
|---------|---------|--------|----------|
| 1. Go | 4. Stop | 7. You | 10. Can |
| 2. Want | 5. Not | 8. It | 11. Do |
| 3. More | 6. I | 9. Is | 12. Like |

Top Core Lesson FAQs

1. Where do I find the books you reference in the activities?

As you've noticed, we talk a lot about the provided Core Word books and using them within the lessons. These books were created specifically with our Core strategy in mind and maximize use of the target words in fun and creative texts paired with images to support comprehension and engagement. While we suggest a particular book for each lesson, feel free to select a different book or use more than one book if it better fits your student's interests and needs.

These books are located on MyTobiiDynavox.com on the Resources page.

2. How long do I spend on each lesson?

The lessons have been created to be used across five days. You might find that one school day is just what you need for a set of activities. You might also find that you'll need to repeat a certain day lesson (say, Day 1) for several days until you feel that the student is set to move to the next one. Consider returning to some of these lessons after you've completed the five-day set. We've designed these lessons to be used flexibly in any way that is most supportive of your student learning the concepts outlined below.

3. Can I change the order of introduction of the words?

Absolutely! As always, you are the expert on your student and might find circumstances that would make adjusting the order (based on prior learning, classroom curriculum, specific motivations, etc.) optimal. We've provided a roadmap that will work well, but feel free to follow your own path!

4. Do I have to use the script exactly as it is written?

Not at all! The script was provided to give you a general sense of your communication to the student during these lessons. As with all teaching, you'll have a sense of where you need to simplify the language or make it more complex. In fact, once you get comfortable with the lesson style, you probably won't consult the script at all. At that point, you might want to just use the lesson overviews.

5. What's the difference between an Overview and a Complete lesson?

A complete lesson is written to give you all the details. Our intent is to provide you enough information that you could pick up that lesson plan without previous knowledge of how to implement the lesson, and go for it! These will be helpful as you get started, and also all along as you might transfer or share responsibility of the lessons to other team members or family. As you get more comfortable and start to learn the "ins-and-outs" of our lesson plan style, including realizing the similar structure that takes place across all word units, you might find it faster to just grab the overview lesson as a quick reminder. The goal with the overview lessons is to give you a brief week-long view to guide your instruction for the week without all the extra text of scripts or activity descriptions.

6. What's the difference between Supplemental Activities and Extension Activities?

At the end of each word unit, you'll find Supplemental Activities and Additional Extension Activities. These work in a similar way.

We brainstormed the list of Additional Extension Activities to give you a lot of ways to engage your student using the target word. Some activities call for family involvement, use of technology, or other supplies. Activities are sorted by their type. You'll see games, writing activities, and more. From this larger list of Extension Activities, we hand-selected 3 or 4 "Supplemental Activities" as a critical component of your word lesson unit. These activities were chosen to be accessible to a wide population of students and environments.

The Supplemental Activities are offered as a part of the unit on Days 4 and 5 during instruction, but also suggested on any other day for additional practice time or home practice. As with many other parts of our program, feel free to customize the activity to your own student or learning environment. You might find that the suggested Supplemental Activity isn't as relevant as another activity listed on the Additional Extension Activity list. Go ahead and swap it!

7. What is a picture walk?

The idea behind the picture walk activity is to create a rich language experience that draws the student in and gives them a chance to connect with the images in the book before hearing or experiencing the text. It helps them make predictions, gather information, and develop comprehension skills in line with the Common Core Standards. This will teach your learner to fully engage in the book experience beyond just reading the text- fully immersing in the rich context. For each person reading, it can be different and based on personal connections and background. In the beginning, these picture walks will be largely (or entirely) crafted by the educator or parent co-reading the book. First, we model "noticing" something about the image. Then, we encourage students to "notice" and reinforce whatever contribution they make to this process. Maybe there is a picture of a balloon in the background that just slipped past its owner's hand. You might say, "Oh look! That balloon is getting away. That reminds me of the balloons we released on the playground last week after our celebration for the new slide!" You could relate it to something else that's relevant to the student saying something like this: "Oh my! That boy lost his balloon. I bet he is feeling frustrated, just like you felt yesterday when we had to cancel outdoor recess because of the rain." Your goal is to provide some personally relevant language and context around the images in the story. It's not just about the text. Don't expect your student to repeat what you've said, contribute more, or answer questions about the things you've "noticed" together - just let it be a mutually enjoyable time of experiencing the book and illustrations together. As time goes on, you'll find that your learner might start to "notice" some things with less support from you, or even independently. That's great! We know you'll find that this picture walk activity will be a beneficial tool when introducing core words and during other literacy activities as well.

8. What can I do to make sure my student is retaining knowledge of previously introduced words?

Some of our word units offer suggestions for incorporating words that were previously introduced. For example, when you reach the "Go" lesson, activities take advantage of previously learned words. In addition to those opportunities for previous practice, it would always be a great idea to revisit the Additional Extension Activities from previous book units to maintain that practice and use.

9. We finished all 12 word units. Now what?

Terrific! It's wonderful that you've made it through the first 12 words. At this time, our complete set of core word lessons are based on those first words. However, you've learned so much from using these lessons and could certainly craft your own next set! Visit mytobiidynavox.com for future release of additional core lesson sets!

10. I have another idea for writing a book with my student using the target word. Can I replace your suggestion?

Yes! We love it when an instructor or clinician can use knowledge of their student and/or what's currently important in your curriculum or student's life to adjust the lessons. As long as the books you develop place the same emphasis on the target word, feel free to make changes!

11. How can I get my student's family or other educators involved in this work?

We've tried to build this in for you with the Additional Extension Activities. Send home some of these ideas to help support families or other professionals with implementing this important practice. Further, you'll notice that a lot of the lessons provide daily practice with going home and sharing with family. We hope this will strengthen the home / school connection.

You'll notice that each day of the lessons gives some reference to what the student will do at home and then report back the next day. Don't let this become a barrier for students who have circumstances that make this challenging. Consider having another instructor or professional spend a few minutes with the student at the end of the school day, or come up with a creative solution with your student (e.g., perhaps a neighbor or family friend, could help). It's not always easy to navigate difficult family dynamics, but the hope is that your student will have practice outside of just the traditional teaching session.

We've also included a short parent letter with each unit. You can copy and send this home, perhaps with the Supplemental and Extension Activity lists, so that they can participate easily in the homework and support of each lesson.

12. How do we make the books in book writing activities?

This activity has been purposely created with flexibility in mind. You might choose to use one of our Boardmaker products, a basic computer application like Word, or even something as basic as construction paper and markers! Feel free to be creative!

13. What can I do to support my student in learning these words using Tobii Dynavox Compass?

This is a great question, and an important component to providing a positive communication environment for your learner. There are several things you can do to be supportive during both introduction of core in these lessons as well as learning to use a communication system in general.

First, you'll want to respond to all forms of communication. Think about how many ways you communicate in a day- gestures, facial expressions, written expression, verbal expression, and more. Your student will do the same thing. If they say something verbally and you understand it, don't require that they replicate it using the system. If they say something using the device, it doesn't make sense to have them verbally repeat it.

Remember that co-construction, or helping your student build the messages they want to express, is an important component to learning how to communicate. Just as we do with kids using natural speech as a part of typical language development, provide expansion on what the student communicates and offer a model without requirement to imitate you.

Don't forget to provide a lot of wait time. This is when you are quiet with anticipation, giving your student the opportunity to process, plan and respond. You will be amazed at what they can do if you only give them enough time to do it.

Finally, the one strategy you'll find to be incredibly helpful is to provide your student with partner augmented input, or aided language stimulation. This means you use the system in front of them as a model. Learn the system so you can provide a model. It's incredible what happens when you do!

Core Word Unit – GO

Overview

The following lesson will help you present the activities to your student. Feel free to modify this in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below for a quick and easy reminder of what to do without the extended explanations or suggested dialogue given in the complete lesson.

Let's get started!

Day 1

1. Read the book *Where Did You Go?*
2. Go through the book doing a “**picture walk**” to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *Where Did You Go?* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use “**go**” at home by taking a walk around the house or outside with their parent telling the parent when to “**go**.”

Day 3

1. Talk about using the word at home.
2. Read the book again.
3. Look for and use the word “**go**” during reading.
4. Student writes their own “**go**” book using photos and describing “**Go to the beach,**” “**Go to the game,**” etc.
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another “**go**” book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Play Go Fish
2. Play Simon Says
3. Find “**Go**” in environment and text

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "GO" this week.

The first book we will be reading is called *Where Did you Go?* Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **GO** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **GO**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *Where Did You Go?*

TASK 1: Go through the book doing a “picture walk” to notice things. Point out what your student notices about the book and expand on it. You can read more about this strategy in the FAQ section.

→ *Instructor says: We are going to take a look at a new book today! It's called “Where Did You Go?” While we are reading the book, let's take a peek at the pictures and words and see what we notice. I'll point to the words as we go.*

Remember, whatever they notice, we value.

→ *Instructor says: Yes! I noticed that too. I also notice _____.*

TASK 2: Prepare student to take book home and share with family.

→ *Instructor says: Hey, I thought this was a great book! What did you think? It was fun to notice so many things in the pictures. You did a wonderful job noticing. I was glad that we noticed the word “Go” all throughout the book. Here's where that word is in your device.*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will see the same things we did. Don't forget to show them where you see the word “Go” like we talked about today! Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *Where Did You Go?* again.

→ *Instructor says: I liked reading the book with you yesterday. I bet your family loved reading it too. And I bet they noticed a lot of things just like we did, when we read it. Let's read it again! This time, we can use your device to say “Go” whenever that word comes up. Let's find it on your device again- here it is!.*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ *Instructor says: Wow! The word “Go” appeared so many times in the book! It's cool that you have that word, “Go” right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for student to use “Go” at home by taking a walk around the house or outside with their parent telling the parent when to “Go”.

→ *Instructor says: I'm so glad you shared the book with your family last night. Why not “Go” for a walk around the house (or outside) tonight with family and tell them when to “Go”? Just say “Go”! When they stop, you can tell them again, “Go”! Let's practice it here with me!*

Day 3

Goal: Talk about using the word at home.

→ *Instructor says: Did you have fun playing the “Go Game” with your family last night? Tell me more about it with your device!*

If your student needs help at this point finding the vocabulary to answer your question, open up QuickFires. Using QuickFires, the student can quickly and easily comment on your question “Did you have fun playing the Go Game with your family last night?”

They might say “awesome,” “amazing,” “cool,” or they might say “hard,” “no,” or “no way.”

Remember you can always view the videos on the Compass or see MyDynaVox.com for more information about QuickFires and the other language tools available within the system!

TASK 1: Read the book again.

→ *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word “Go” all throughout! Excellent! Let's do that now again together.*

TASK 2: Look for and use the word “Go” during reading.

TASK 3: Student writes their own “Go” book using photos and describing “Go” to the beach, “Go” to the game, etc. See the FAQs for ideas about how to make these books! Use a combination of the word “Go” from core and other language elements in device (e.g., keyboard, my words, my phrases, etc.).

→ *Instructor says: That was fun. Now I'm excited to help you write your own book using the word “Go!” Let's take a peek at some of your photos and decide which ones would be best. Let's use your photos and write a book all about the places you “Go” in a day. For example, we know the first page! “I “Go” to school!”*

TASK 4: Have student plan to read book at home with family.

→ *Instructor says: You've worked really hard on this book. Let's read what you have so far. Why don't I read it and you can read along using the voice in your head. If you want to, you can read/speak the word “Go,” when we come to it. Ready?*

When you get home tonight, show this book to your family. You can read it together! I bet they will like it.

If appropriate, assign a Supplemental Activity or Additional Extension Activity for practice at home.

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: I can't wait to hear about your night at home! Did you read your special "Go" book to your family? What did they think of it?*

TASK 1: Read the book again together.

- *Instructor says: I loved that book and was hoping we could look at it again together. You did a marvelous job on it! Let's read it together!*

TASK 2: Student chooses another "Go" book from library.

- *Instructor says: Now that we've read a book using "Go" and even written your own, let's take a look at some other books that use the word, "Go". Pick one of these that looks interesting to you, and we'll read it just like we did the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: What a good choice! OK. I'll read this part and you read, "'Go'." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! I'm especially excited to see if you can find the word, "'Go'" on any of the pages.*

TASK 4: Read book again at home.

- *Instructor says: Wow! It was fun to see another book that used the word "Go". What did you think of the book? Please take this one home to share with you family tonight. You can also show them the one you wrote again, too!*

If appropriate, assign a Supplemental Activity or Additional Extension Activity for practice at home.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: How did it "Go" last night? Did you share the book with your family? Tell me about it!*

TASK 1: Read book from Day 4 again, or pick another in the library with the word "Go".

- *Instructor says: Let's read that one just one more time, so we can both remember how it went. Or if you'd like, we can pick a different one. What would you like to do?*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities.

Supplemental Activities

A list of three Supplemental Activities is below. Use these in whichever order makes the most sense for your student. Encourage these activities to be done at home, or in other classes as well!

1. “Go” Fish:

→ *Instructor says: Wow! It was fun to see another book that used the word “Go”. What did you think of the book? Please take this one home to share with you family tonight. You can also show them the one you wrote again, too!*

2. The Go Game using only “Go” commands. e.g., Simon Says, “Go” ____.*

→ *Instructor says: Let’s play the Go Game- it’s just like Simon Says! Let’s review the rules of the game again (explain your version here). Who would you like to invite to play with us? Remember, now that you know how to use the word “Go” on your device you’ll be able to find it as we play. You can “Go” to your word lists and actions (or alternatively, you could name the action e.g., run, and student prompts with “Go”).*

3. Word Treasure Hunt or, “I See It!” Look for “Go” around the classroom.

→ *Instructor says: This will be fun! Let’s take a look around the classroom and find the word “Go” in books and on the bulletin boards or around the halls. Do you think we can find the word “Go” five times? We can look together- remember to say “Go” with your device when you see the word! Now let’s “Go”!*

Additional Extension Activities

Respond to Supplemental Activities by producing “Go” on the device. Make sure “Go” is sometimes followed by or paired with:

- Specify person, object or activity by pointing, eye gaze, gesture, word approximation or word from Word List on device
- Question – facial expression

Card Games

- Match and Memory

Active/Interactive Games

- “Go” Safari - affix “Go” on post-it notes around the environment, find all of them
- Dance Party – tell all the students to “Go” and begin dancing when the music starts and to freeze in place when music is turned off
- Musical chairs – one student tells someone when to start the music by saying “Go”
- Freeze tag – Have two students call “Go” and “freeze.” The student using core will be the “Go” person.
- Stop/”Go” (a.k.a. Red Light/Green Light) – Two students stand back to the others and call out commands until one student touches them. Switch the command from “Red Light” to “stop” and “Green Light” to “Go”. The student using core will be the “Go” person.
- Have time trials for various actions (e.g., writing your name, running a lap, washing dishes, three-legged race) and have the student indicate when to “Go”.

Internet-based Activities

- Search for images online that come up for “Go.”
- If an electronic pin board is available, make an “Go” board using appropriate search criteria section (e.g., places the student would like to “Go”, things that “Go”, things that “Go” fast/slow).
- Search for songs, rhymes or poetry containing the word, “Go” – listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says “Go” along with the singer/speaker and/or when they stop an action. For example, try YouTube! <http://www.youtube.com/watch?v=e5rDwx9G204&list=EC5EBE31A1DFD96409>
- Use a mapping site that shows street level (e.g., Google Maps) and have the student direct your way to explore the area or to a particular location.
- Use virtual tours of museums, landmarks, buildings and space, etc. and have the student direct the exploration. Here are a few sites that might help:
<http://www.virtualfreesites.com/museums.museums.html>,
<http://www.onlineuniversities.com/blog/2010/01/100-incredible-educational-virtual-tours-you-dont-want-to-miss/>,
<http://www.aceonlineschools.com/25-awesome-virtual-learning-experiences-online/>.
- Use online racing games (e.g., <http://www.gamesfreak.net/>), horseback riding (e.g., <http://www.horseland.com/>, <http://www.roundgames.com/onlinegame/Horse+Riding>) and other similar games based on student interests - Have the student direct his/her communication partner to make the character “Go”. Note: This activity may be also be completed using cause/effect software whether the student has physical disabilities or not. The student would direct the communication partner to hit the switch or activate the mouse rather than doing so himself/herself because the purpose of the activity is using language purposefully not switch/mouse use.

Paper-based or Boardmaker products, Word, PowerPoint Activities

- Write/illustrate specific “Go” books focused on topics such as places the student would like to “Go”, things that “Go”, things that “Go” fast/slow
- Make “Go” collage (broad or focused on a specific topic, e.g., places the student would like to “Go”, things that “Go”, things that “Go” fast/slow)
- Provide a digital image or video that is funny or interesting that could be filled in using “Go” in a sentence (e.g., search “cars racing” or specific scenarios such as “people slipping”,
<http://kids.nationalgeographic.com/kids/activities/photofillins/>
<http://kids.nationalgeographic.com/kids/activities/cartoons/>)

Books/Magazines/Word Activities

- “Go” through the alphabet making words that rhyme with “Go”, decide whether they are real words or not (respond with head nod/shake). Extend this activity by finding images for real words and make a “rhymes with go” board – blow, bow, crow, dough, flow, glow, grow, hoe, Joe, know, low, mow, no, owe, sew, show, slow, snow, throw, toe, whoa.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “Go” as one of their words
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story entitled (e.g.,) “Let’s “Go” to the store”, “Cars go”, “Go into Space.” by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “Go” throughout.

Math/Science

- Tally and graph production of “Go” for several people or in several activities and compare who said it more or when it was said more.
- Tally and graph the number of times “Go” is spoken in several of the books available for this activity or those in your own library.
- Opinion poll, e.g., Should we “Go” ____ or ____ for lunch? Would you rather “Go” ____ or ____? Student tallies results and reports findings.
- Perform science experiments related to motion such as making a balloon zip line (http://www.dailymotion.com/video/xkpwpp_jazzy-jet-s-zip-line-easy-science-experiments-for-kids_people#.UTYgGaL9aD8) and have the student direct when to “Go”. Consider doing balloon races using balloons blown up by different students and/or to different sizes. Other motion or forces in action experiments (e.g., <http://www.sciencekids.co.nz/gamesactivities/forcesinaction.html>, dropping objects of different weights/sizes) can also be used. The student can tell you when to “Go”/drop. Note: These experiments may be used to actually teach science concepts but, in this case, we are using them to provide language opportunities.

Role Play

- Mealtime – indicate when to “Go” cutting vegetables, “Go” cooking, “Go” serving, “Go” feeding, “Go” from the table
- Use YouTube videos from popular television shows (e.g., American Idol, Top Chef, decorating shows) and have students be the judges – stop in the middle and have the student indicate if they like it by saying “Go” and if they don't by indicating ‘no’.
- Have the student play bus driver/pilot and tell passengers when/where they are ‘going’.
- Play taxi and have the student tell the driver where they want to “Go”.
- Pretend to interrupt a favorite activity and the student has to tell you to “Go”.
- Pretend the student is mad at someone. That person approaches and the student tells them to “Go”.
- Pretend you are on a shopping trip and have the student direct where to “Go” next.

Real-Life Activities

- Do an activity the student doesn't like or tolerates for short periods (something with lots of stops and starts). Have him/her tell you to “Go” to begin again and shake his/her head for stop.
- “Go” on a walk, drive, or ride and have student say when to “Go”.
- Pause a favorite activity and the student tells the person to “Go” to start it again.
- Have the student tell you when it is time to “Go” to the next class/activity either by telling time himself/herself or by giving him/her an alarm clock that cues him/her to do so.

Core Word Unit – WANT

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *When...I Want*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *When...I Want* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "want" at home with a list of actions for the parent

Day 3

1. Talk about using the word at home.
2. Read the book again.
3. Look for and use the word "want" during reading.
4. Student writes their own "want" book using photos and describing "I want a dog," or "I do not want asparagus."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "want" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Shop online or with catalogs to create list of things he/she 'wants.'
2. Make an "I want" or "I want to" collage.
3. Take a poll of friends about a topic.
Example: Which do they want? (choice A or B)

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "Want" this week.

The first book we will be reading is called *When...I Want*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **WANT** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **WANT**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *When...I Want*

TASK 1 Go through the book doing a “picture walk” to notice things. Help your student by providing a more thorough explanation of what they notice on the pages.

→ *Instructor says: We are going to take a look at a new book today! It's called *When...I Want*. While we are reading the book, let's take a peek at the pictures and words and see what we notice. I'll point to the words as we go.*

Remember, whatever they notice, we value.

→ *Instructor says: Yes! I noticed that too. I also notice _____.*

TASK 2: Prepare student to take book home and share with family.

→ *Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word “want” all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today? Don't forget to show them where you see the word “want” too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *When...I Want* again.

→ *Instructor says: I liked reading the book with you yesterday. I bet your family loved reading it too. And I bet they noticed a lot of things just like we did, when we read it. Let's read it again! This time, we can use your device to say “want” whenever that word comes up. Let's find it on your device again- here it is!*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ *Instructor says: Wow! The word “want” was in the book so many times! It's cool that you have that word, “want” right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for student to use “want” at home by asking for specific toys, activities, or food items this evening.

→ *Instructor says: I'm so glad you shared the book with your family last night. I'd like you to use the word “want” tonight when you talk to your family. I think you can use it when you ask for something to eat, play a game, or go somewhere. For example, you could say “want chicken,” or “want to play outside,” or “Do you want to read a book?” Let's practice it here with me! Remember that this is really about using the core word “want” and we don't need to focus on building longer utterances that are grammatically correct at this time. So, if the student puts together “want chicken” it works just as well as the longer “I want chicken,” or “I want chicken for dinner” that they might be able to produce later.*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you find ways to say “want” when you were talking with your family last night? I am sure there were many things you could say with the word “want.” I thought about it, and I used that word a bunch of times, too! I said that I “want” to eat dinner on the porch, and that I “want” more dessert, too! Tell me more about it with your device!*

Note: If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires so he/she can quickly and easily comment on your questions. With Quickfires, they can say “awesome,” “amazing,” “cool,” “no,” or “no way.”

TASK 1: Read the book again.

- *Instructor says: Let’s read this book one more time. You are getting to know the book so well now and it’s getting even easier for you to read it and find the word “want” all throughout! Excellent! Let’s do that now again together.*

TASK 2: Look for and use the word “want” during reading.

Student writes their own “want” book using photos and describing the photos using “want.” Examples could include phrases such as “I want a new book,” or “I do not want Brussels sprouts.” Use a combination of the word “want” from core and other language elements in device (keyboard, my words, my phrases, etc).

- *Instructor says: That was fun. Now I’m excited to help you write your own book using the word “want”! Let’s take a peek at some of your photos and decide which ones would be best. Let’s use your photos and write about things you “want” or do not “want.” For example, with this first page, let’s use a picture of a dog. You could write “I want a puppy!” (Customize this example to something motivating and exciting for your student).*

TASK 3: Have student plan to read book at home with family.

- *Instructor says: Great work! I love that book you wrote, and I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you’ll be able to tell me what page they liked best in your book*

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: I can't wait to hear about your night at home! Did you read your special "want" book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

- *Instructor says: I loved that book and was hoping we could look at it again together. You did a marvelous job on it! Let's read it together!*

TASK 2: Student chooses another "Want" book from library.

- *Instructor says: Now that we've read a book using "want" and even written your own, let's take a look at some other books that use the word "want". Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: What a super choice! OK. I'll read this part and you read, "want." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! I'm especially excited to see if you can find the word, "want" on any of the pages.*

TASK 4: Read book again at home.

- *Instructor says: Wow! It was fun to see another book that used the word "want". What did you think of the book? Please take this one home to share with your family tonight. You can also show them the one you wrote again, too!*

If appropriate, assign a Supplemental Activity or Additional Extension Activity for practice at home.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you "want", we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting 2 of the Supplemental Activities.

We have a list below of three Supplemental Activities. Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

Respond to supplemental activities by producing “want” on the device sometimes followed by or paired with:

- Specify person, object or activity by pointing, eye gaze, gesture, word approximation or word from Word List on device
- Specific number - number of fingers, word approximation or number from the device
- Question – facial expression

1. Go Internet shopping and add things the individual wants to a cart. You don’t need to purchase anything. As an alternative, you could look in catalogs or magazines with the same goal in mind.

→ *Instructor says: Do you like to go shopping? What about if it's for (put student's interest here: toys, tractors, dolls, etc). Let's go shopping today and see how many times we can find things you want. When you see something you “want” you can tell me that word and we can add it to your cart or list. Then we will have a big list of things you “want” at the end! Let's go!*

2. Make an “I want” or “I want to” collage (broad or focused on a specific topic, e.g., toys, music, cars). Increase complexity of either of the previous two by creating “want to go” books or boards.

→ *Instructor says: Have you ever made a collage? A collage is a group of pictures, images, and words that are all about the same thing. We are going to make a collage today about things you “want” – we can pick a topic (suggest student-specific interest here) and find pictures or words, even drawings you do, to the collage. It will be beautiful!*

3. Opinion poll on a topic pertinent to current teaching unit, e.g., Do you want ___ or ___ for lunch? Do you want ___ or ___? Student tallies results and reports findings. Increase complexity by asking a “want go” question, e.g., Do you want to go to ___ or ___ more?

→ *Instructor says: Let's see if we can make a chart about what your friends “want” for lunch. We will ask friends if they “want” burgers or pizza. When they tell us the answer, we can make a checkmark under the picture of what they “want” to eat. At the end we will be able to see how many people “want” burgers and how many people “want” pizza. Let's start with you - what do you “want” for lunch? Great! I “want” ‘pizza’ for lunch.*

Additional Extension Activities

Card Games

Student need only say “more” and previously targeted words – “go”, “want” during these activities.

- Go Fish
 - Single words including target word.
 - Target word in sentence.
 - Student can say “Go” and point to the cards for “Go Fish.”
- Reverse “Go Fish” – Objective being to give all your cards away. Do you want? (produced with “want” and a questioning facial expression). If the person doesn't want the offered card, the person who was asked tells him/her to “Go Fish.”
- “Uno” – choose color by saying, “want + color”
- Match and Memory

Active/Interactive Games

- Simon Says - e.g., Simon Says, I want you to ____.*
- Red Rover - e.g., Red Rover, Red Rover, I want ____ to come over.*
- "Want" Safari - affix "want" on post-its around the environment, find all of them.
- Treasure hunt – student can set up the treasure hunt by telling where he "wants" treasure to "go" ("want go" + point/eye gaze) or by participating ("want" + point/eye gaze/word approximation/word from Word List directing where to go using "want" and "go", where to look.)
- Design an obstacle course ("want" + point/eye gaze to photos of objects or objects themselves) to indicate where items should go (could start on paper then create in reality or start in reality) then have whole group use it.
- Dance Party – turn the music on and off randomly for the student to indicate that they "want" it back on.
- Play "Two Truths and a Fib" (<http://fun.familyeducation.com/family-games/activities/51286.html?detoured=1>) in which the students tell two things they "want" and one they do not "want" (using "not"/head shake/thumbs down/facial expression). Other students guess saying "want?" with a questioning facial expression or "don't want" using facial expression plus some method of indicating "not."
- Blindfold one student and have them direct another student to take them places in the classroom/school/etc. "want go ____."

Internet-based Activities

- Image search for target word
- Search for songs, rhymes or poetry containing the word, "want" – listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says "want" along with the singer/speaker and/or when they more an action
- If an electronic pin board is available, make an "I want" or "I want to" board using appropriate search criteria section (e.g., toys, music, cars, things for a party)
 - Increase complexity by making a "want to go" board so that both core words targeted thus far are used.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate specific "I want" books focused on pets, birthday party (who will be there, theme, activities), dreams of the future, vacation dreams, what they want to do that weekend, what they want to get for a particular person or several people as gifts, what they want to do to help a particular person or a group of people (e.g., clean the house, world peace), etc.
- Plan a party and decide all the people and things you "want" there. Put together a list or collage.
- Plan a vacation with multiple legs (want to go) and indicate what you will need and do (want) at each location.
- Provide a digital image or video that is funny or interesting that could be captioned by "want" on its own or in a sentence (e.g., search "surprise gifts" or specific scenarios such as "best toy commercials", <http://kids.nationalgeographic.com/kids/activities/photofillins/>, <http://kids.nationalgeographic.com/kids/activities/cartoons/>)
 - Increase complexity by having the student fill in sentences that include "more" and previously targeted words.

Books/Magazines/Word Activities

- Look for "want" in texts around the classroom and others available.
- Use magazines related to pop culture, fashion, food, decorating, sports, cars, etc. and indicate "want" of various pictures, articles, people.
- "Make a Sentence" (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets "want" as one of their words.
 - Increase complexity by providing "want" or "go" for semantic contrast
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story entitled (e.g.,) "What I Want for Christmas" or, "Jimmy Wants to...", by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing "want" throughout.
 - Create similar stories using "want" and "go."

Math

- Tally and graph production of “want” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for “go” or have student listen for both “want” and “go” in the same situation.
- Tally and graph the number of times “want” is spoken in several of the books available for this activity or those in your own library.
 - Compare these to graphs created for “go” or have student listen for both “want” and “go” in the same situation.
- Request manipulatives specifying number (e.g., I want #.).

Role Play

- Restaurant/bank (server asks what customer “wants” using questioning facial expression, customer indicates what he/she “wants” or amount he/she “wants.”).
- Shopping trip (“want” items.).
- Cooking (what you “want” on your hamburger, pizza, spaghetti, what you “want” to do in the kitchen or what you “want” others to do.).
- Use YouTube videos from popular television shows (e.g., American Idol, Top Chef, decorating shows) and have students be the judges - “want” this one, not that one.
- King/Queen (version of Simon Says) – student is the king or queen of the classroom/therapy room and can tell others what he/she “wants” them to do (e.g., “want” + point/eye gaze/word approximation/word from Word List.).
- Play “Pirate” and have the student say what he “wants” from others or where he “wants go.”
- Play airplane/bus/car or pretend to ride a horse/elephant/dinosaur and have the student tell the pilot/driver where he/she “wants to go.”

Real-Life Activities

- Request what he/she wants to do the next day or that day (“want” + point/eye gaze/word approximation/word from Word List or “want go.”).
- Request what he/she wants for meals (“want” + point/eye gaze/word approximation/word from Word List.).
- Request who he/she wants to sit by, help him/her with a task, etc. (“want” + point/eye gaze/word approximation/word from Word List.).
- Request # of items (e.g., cookies, hugs, pennies, dolls, cars) during appropriate activities (“want” + point/eye gaze or numbers with fingers/keyboard, etc.).
- Ask if he/she can help someone with a task (“want” + questioning face).
- Craft or coloring project in which the individual requests materials/colors.
- Have the individual help with cooking and request what he/she wants to do and/or items needed (“want” + point/eye gaze/word approximation/word from Word List.)
- If Facebook is available for the student, have them tell you whose profile they “want” to look at.
- If Pinterest is available, do Internet searches with the student on particular topics and have them tell you what they “want” to repin (Targets – want, shake head/not + want, want + point/eye gaze to Pinterest board or specific image to pin.)
- The individual can request how many of something he/she wants – “want” + a number held up with fingers or from AAC.
- Go for a ride or walk (could be on a bike, in a wagon, in a car) and have the student tell you where he/she “wants to go.”

Core Word Unit – MORE

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *More Snow*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *More Snow* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "more" at home. Examples could include "I want more ..." at dinner or snack; or relative to an activity such as "more books."

Day 3

1. Talk about using the word at home.
2. Read the book again.
3. Look for and use the word "more" during reading.
4. Student writes their own "more" book using photos and describing e.g., "Dog has more toys than cat;" or "The boy wants more cookies."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "more" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. List words that rhyme with 'more' and images of real words
2. Play "stop" and "more" with actions.
3. Restaurant role play using 'more' and text.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "MORE" this week.

The first book we will be reading is called *More Snow*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **MORE** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **MORE**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *More Snow*

→ *Instructor says: We are going to read a new book today. It's called "**More Snow.**" While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'more' as we go along*

TASK 1: Go through the book doing a 'picture walk' to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

→ *nstructor says: Wow, yes! I noticed that too! How cool. You know what else I noticed? I saw the snow angel. I love to make those... (you might decide to go on!).*

TASK 2: Help your student by providing a more thorough explanation of what they notice on the pages.

TASK 3: Prepare student to take book home and share with family.

→ *Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word 'more' all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today. Don't forget to show them where you see the word 'more' too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *More Snow* again.

→ *Instructor says: Did you have fun sharing the book *More Snow* at home last night? I'm sure your family thought it was funny to see all that snow piling up! I loved reading it with you yesterday and have been excited to give it another look today! Let's read it together again, and this time, whenever we see the word 'more,' let's find it on your device to say it! Ready? Let's go!*

TASK 1: Work with the student to find the word and point it out throughout book.

→ *Instructor says: Wow! The word "**More**" appeared so many times in the book! It's cool that you have that word, "More" right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for the student to use 'more' at home by asking for 'more' food at dinner or snack, or for 'more' books at bedtime, etc.

→ *Instructor says: Cool. That was fun! I know I use the word 'more' all the time. I can use it to ask for 'more' of things I like or need. For example, when I'm eating delicious pie after dinner, I might want to have another piece. I could say, "I'd like 'more' pie, please!" I have an idea. Why don't you use that word on your device tonight to tell your family what you would like 'more' of on your dinner plate, or maybe for 'more' of your favorite book or game? Do you have any ideas now of how to use 'more' at home tonight? I bet you will think of so many things you'll want to ask for 'more'. We can practice here- let's pretend to be eating dinner and asking for 'more'.*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you ask someone in your family for 'more' last night? Do you remember what you said? Tell me! I was thinking about the times I said 'more' yesterday, too. When I was making some soup, I tasted it and realized I wanted to add 'more' pepper. I said "this needs more spice!" to my family. (Of course, fill in your own examples here where possible). What did you say using the word 'more' last night?*

TASK 1: You can assist your student in responding to this by opening various tools in the device. Maybe you can go to food items or places in word lists (e.g., 'more' cookies or 'more' playground).

- *Instructor says: Ok, that was fun! Let's read the book again to remember what it was about. You are really good at finding the word 'more' in it, let's do that again!*

TASK 2: Read the book again.

TASK 3: Look for and use the word **"more"** during reading.

TASK 4: Student writes their own **"more"** book using photos and describing the images with the word 'more.' You can decide to import pictures from the student's life or find images on Google image search or in magazines. Each student will require a varying level of support to create the text. Examples would include things like "the boy wants 'more' cookies," or "the dog has 'more' toys than the cat."

- *Instructor says: Great! I always laugh about all that snow in the book. Now I have a fun idea! Let's write a book about things using the word 'more'. Let's find some pictures we like first, and then we can write about the picture using 'more'. I'll show you the first one, and we can do the next ones together. Here's one picture we can start with. Now we can look together for 'more' pictures.*

TASK 5: Have student plan to read book at home with family.

- *Instructor says: Boy, this book is incredible! You've worked hard on this book. We found even 'more' pictures than I thought we might! It's fantastic! Let's practice reading it together so you can read it to your family tonight. Remember, you'll say all the "more" words as you find them in the book.*

Later in the day, you can use extension activities, e.g., other books, internet search, post-it notes with 'more' around classroom, Match and Memory games, with this student or including other students in the class to reinforce the rote production of the word.

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: I'm so glad to see you here today. I was thinking about your book this morning and just could not wait to hear about you sharing it with your family. They must have loved it! Did they say they wanted to hear 'more' of the book when you were done? Can we read it again together please? I want 'more' of that book!*

TASK 1: Read the book again together.

- *Instructor says: Wow. It's really a nice book. I like the page with (give specific example).*

TASK 2: Student chooses another "more" book from library.

- *Instructor says: Now that we've read More Snow a few times, I think it would be fun to pick a new book that uses the word 'more' in it. Pick one of these, and we can read it together just like we've done with the others.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: Great pick! I'll read this part and you read 'more' when you see it. Remember how we want to notice things in the book? Let's do that again just like before. I hope we can find "more" a lot in the book!*

TASK 4: Read book again at home.

- *Instructor says: We sure noticed a lot! Please take this one home to read to your family tonight. Would you like to take the book you wrote home again, too?*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity for practice at home, too.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

Respond to supplemental activities by producing “want” on the device sometimes followed by or paired with:

- Specify person, object or activity by pointing, eye gaze, gesture, word approximation or word from Word List on device
- Question – facial expression

1. **Go through the alphabet making words that rhyme with “more”, decide whether they are real words or not (respond with “want” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with more” board – chore, door, floor, four, oar, pour, roar, score, shore, snore, soar, store and your.**

→ *Instructor says: Let's think about words that rhyme with 'more.' Sometimes we can think of the word that rhymes with something, and then we realize it isn't a real word. It's fun to come up with these. Let's take a look at our alphabet on the board and see what we can make that rhymes with 'more.' If we start with letter A, we get "aore." Is that a word? No! Of course not! How about if we go to letter B. That would make "bore." Is that a word? Yep! It sure is! You could say something is a "bore" and it means you don't like it very much and you feel bored. Let's keep going. What about letter C? (Continue through alphabet and then blends to generate this list as time and interest allows). Once we have a list of these words, I think we can try to find pictures of the things that rhyme with more!*

2. **“More” Movement – Decide the target (e.g., hopping, sit ups, waving, etc.) or provide random options by pulling them out of a hat. The student tells the group to start that target, calls out to “stop” then calls out to do “more.”**

→ *Instructor says: This will be so much fun. I have a little hat here with lots of different actions written on pieces of paper. I know there are action words in here like “wave” and “hop” and “smile.” We will take turns pulling actions out of the hat, and then you will get to say “stop” or “more” to get the whole class to either stop doing the action, or do more of it! This will be funny!*

3. **Restaurant/Mealtime – have the student play server and ask people if they want “more”.**

→ *Instructor says: Have you ever gone to a restaurant for a meal away from home? They have people working there that come to your table to make sure that everything is ok and that you have everything you need. Sometimes that server might say, “can I get you ‘more’ bread,” or “would you like ‘more’ water?” Have you ever heard them say things like that? Now is your turn to pretend to be a server! We are going to set up our own little restaurant right here! Let's see how we can both use the word ‘more’ as we play restaurant and pretend to be eating out. This game is going to make me feel even “more” hungry!*

Additional Extension Activities

Card Games

Student need only say “more” and previously targeted words – “go”, “want” during these activities.

- Go Fish
 - Single words including target word.
 - Target word in sentence.
 - Student can say “Go” and point to the cards for “Go Fish.”
- Match and Memory

Active/Interactive Games

- “More” Safari – affix “more” on post-its around the environment, find all of them
 - Could make more complex by targeting current and previously targeted core words.
- Dance Party – tell all the students to dance “more” when the music comes back on
 - Make more complex by having student say, “go”, to start music in the first place.
- Musical chairs – one student says “more” to restart the music; to add to productions of the word, have all students call for “more” when the music ceases.
- “More” Movement – Decide the target (e.g., hopping, sit ups, waving, etc.) or provide random options by pulling them out of a hat. The student tells the group to start that target, calls out to “stop” (or instructor can help by saying “stop,”) then calls out to do “more.”
- “More” Silly Faces – The student tells the group to “go” to do a silly face, everyone looks at each other’s silly face, the student then calls out to do “more” and everyone does another silly face, etc.

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes or poetry containing the word, “more” (e.g., “The More We Get Together”, – listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says “more” along with the singer/speaker and/or when they more an action.
- Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you they want to see “more”.
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) and have the student indicate that they want to do “more”, see “more” options, etc.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate “more” book – comparison (e.g., spiders have more legs than us, etc.), requesting more or asking others if they want more in a particular situation (e.g., mealtime, shopping, birthday party), describing a family member/friend/instructor as being “more” + (describing word) than anyone else (e.g., more pretty, more nice).
- Make a card for someone describing them as being “more” + (describing word) than anyone else (e.g., more pretty, more nice).
- Provide an image or video that is interesting and could be captioned by “more” on its own or in a sentence (e.g., search “kids eating ice cream” or specific scenarios such as “building tall card houses.”
 - <http://kids.nationalgeographic.com/kids/activities/photofillins/>,
 - <http://kids.nationalgeographic.com/kids/activities/cartoons/>
 - Increase complexity by having the student fill in sentences that include “more” and previously targeted words.

Books/Magazines/Word Activities

- Look for “more” in texts around the classroom and others available.
- Go through the alphabet making words that rhyme with “more”, decide whether they are real words or not. Extend this activity by finding images for real words and make a “rhymes with more” board – chore, door, floor, four, oar, pour, etc..
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “more” as one of their words.
 - Increase complexity by providing “more” or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories
 - Ask the student to fill in the blanks of a story entitled (e.g.,) “He wanted more and more” or “More is too much when...” by pointing to random items around the room, in Word Lists, etc.
 - Read the story together with the student producing “more” throughout.
 - Create similar stories using “more” and previously targeted words.

Math

- Tally and graph production of “more” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “more” is spoken in several of the books available for this activity or those in your own library.
- Opinion poll, e.g., Which do you like more - ____ or ____? Which is more fun - ____ or ____?. Student tallies results and reports findings.

Role Play

- Restaurant/Mealtime – have the student play server and ask people if they want “more.”
- Use YouTube videos from popular television - American Idol, Top Chef, decorating shows - and have students be the judges – have students indicate that they like a performance by saying “more” or show that they don’t like it by saying, “stop.”

Real-Life Activities

- Do an activity the student likes or tolerates for short periods (something with lots of stops and starts). Have him/her tell you to continue by producing, “more” and “stop.”
- Have the student offer materials/snack to other students asking if they want “more.”
- Have the student indicate that they want “more” materials/snacks.
- Read to the student and stop in the middle so that the student can request “more.”
- Turn the television off “by accident” so that the student can request “more.”

Core Word Unit – STOP

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *Stop! Said the Cop*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *Stop! Said the Cop* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "stop" at home with a list of actions for the parent.

Day 3

1. Talk about using the word at home.
2. Read the book again.
3. Look for and use the word **"stop"** during reading.
4. Student writes their own **"stop"** book using photos and describing "Stop at the light." "Stop running." "Stop eating."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another **"stop"** book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Play musical chairs and say "stop."
2. Find rhyme words with "stop" and images to match for real words.

Watch YouTube videos indicating "stop" when student is done with one.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "Stop" this week.

The first book we will be reading is called *Stop Said the Cop!* Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **STOP** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **STOP**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *Stop! Said the Cop*

- *Instructor says: We are going to read a new book today. It's called **Stop! Said the Cop**. While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word "**stop**" as we go along. Optional: Do you have a prediction about what this book might be about?*

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

- *Instructor says: Wow, yes! I noticed that too! How cool. You know what else I noticed? (Expand your dialogue as much as you'd like here).*

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

- *Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word "stop" all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today. Don't forget to show them where you see the word "stop" too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *Stop! Said the Cop* again.

- *Instructor says: Did you have fun sharing the book *Stop! Said the Cop* at home last night? I hope your family liked the book, and maybe even wanted to read it more! I loved reading it with you yesterday and have been excited to give it another look today! Let's read it together again, and this time, whenever we see the word 'stop,' let's find it on your device to say it! Ready? Let's go!*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

- *Instructor says: Great! That was awesome. I like how the authors used the word "stop" so many times. "Stop" is a strong word that lets people know you want something to end or be over. Have you ever heard your instructor say "Stop!" when students are too loud? Or, have you said it to a dog that was barking like crazy? You can use it all the time, too!*

TASK 2: Make a plan for student to use "Stop" at home at home. An example could include to say "stop" when parents are tickling them.

- *Instructor says: Cool. That was fun! I know I use the word "stop" all the time. For example, I just said it this morning to my dog as he barked at me like crazy! I said, "Stop barking!" I have an idea. Why don't you use that word on your device tonight to play a funny game with your family? We can give them a list of goofy things to do, like singing, dancing, or hopping like a bunny. You can tell them to "stop" doing those silly things! Let's make a list for them so you can play tonight.*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you use the word “stop” at home last night? Was it a funny game to play? Tell me about it! I was thinking about the times I said “stop” yesterday, too. (Fill in your own example here). What did you say using the word “stop” last night?*

TASK 1: You can assist your student in responding to this by opening various tools in the device. Maybe you can go to actions in word lists (e.g., “stop” running or “stop” eating).

- *Instructor says: Ok, that was fun! Let’s read the book again to remember what it was about. You are really good at finding the word “stop” in it, let’s do that again!*

TASK 2: Read the book again.

TASK 3: Look for and use the word “Stop” during reading.

Student writes their own “stop” book using photos and describing the images with the word ‘stop.’ For example, you could find a picture of a student eating breakfast and write “stop eating,” or a picture of a dog running and write “stop running.” The idea is to combine stop with an action to narrate what it is happening in the illustrations/photos. You can decide to import pictures from the student’s life or find images on Google image search or in magazines. Each student will require a varying level of support to create the text.

- *Instructor says: Great! Now I have a fun idea! Let’s write a book about things using the word “stop”. Let’s find some pictures we like first, and then we can write about the picture using “stop”. I’ll show you the first one, and we can do the next ones together. Here’s one picture we can start with. Now we can look together for more pictures.*

TASK 4: Have student plan to read book at home with family.

- *Instructor says: Super book! I love it! You’ve worked hard on this book. I love all the funny pages like the one that says (give example). It’s fantastic! Let’s practice reading it together so you can read it to your family tonight. Remember, you’ll say the word “stop” as you find it in the book.*

Later in the day, you can use extension activities, e.g., other books, internet search, post-it notes with “stop” describing actions observed in the classroom to reinforce the rote production of the word.

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: Good morning! I'm glad to see you! I can't "stop" thinking about that great book you wrote yesterday. I can't wait to read and talk more about it. Did you read it to your family? They must have loved it! Can we read it again together please? If you want to add more pictures and "stop" words, we can do that.*

TASK 1: Read the book again together. As time allows, you could decide to add additional pictures and text.

- *Instructor says: Wow. It's really a nice book. I like the page with (give specific example).*

TASK 2: Student chooses another "Stop" book from library.

- *Instructor says: Now that we've read **Stop! Says the Cop** a few times, I think it would be fun to pick a new book that uses the word "stop" in it. Pick one of these, and we can read it together just like we've done with the others.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: Great pick! I'll read this part and you read "stop" when you see it. Remember how we want to notice things in the book? Let's do that again just like before. I hope we can find "stop" a lot in the book!*

TASK 4: Read book again at home.

- *Instructor says: We sure noticed a lot! Please take this one home to read to your family tonight. Would you like to take the book you wrote home again, too?*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home, too.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities.

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. **Musical chairs – one student tells someone when to “stop” the music; to add to productions of the word, have all students call “stop” when the music ends. Make more complex by having student say, “go”, to restart music and the quest for chairs**

→ *Instructor says: Let's play Musical Chairs! Have you ever played this before? We will start some music and move around in the circle. Each time, I'll move one of the chairs. When you are ready, say “stop” using your device! Everyone will have to stop and try and find a spot to sit!*

2. **Go through the alphabet making words that rhyme with “stop”, decide whether they are real words or not. Extend this activity by finding images for real words and make a “rhymes with stop” board – bop, chop, cop, crop, drop, flop, glop, hop, mop, pop, shop, slop and top**

→ *Instructor says: Let's think about words that rhyme with 'stop.' Sometimes we can think of the word that rhymes with something, and then we realize it isn't a real word. It's fun to come up with these. Let's take a look at our alphabet on the board and see what we can make that rhymes with 'stop.' If we start with letter A, we get “atop.” Is that a word? Yes! How about if we go to letter B. That would make “bop.” Is that a word? Yep! It sure is! You can “bop” to the music when you enjoy it! Let's keep going. What about letter C? (Continue through alphabet and then blends to generate this list as time and interest allows). Once we have a list of these words, I think we can try to find pictures of the things that rhyme with more!*

3. **Use YouTube videos from popular television shows (e.g., American Idol, Top Chef, decorating shows) and have students be the judges – have students indicate that they like a performance by letting it continue or show that they don't like it by saying, “stop.”**

→ *Instructor says: Have you ever gone to a restaurant for a meal away from home? They have people working there that come to your table to make sure that everything is ok and that you have everything you need. Sometimes that server might say, “can I get you ‘more’ bread,” or “would you like ‘more’ water?” Have you ever heard them say things like that? Now is your turn to pretend to be a server! We are going to set up our own little restaurant right here! Let's see how we can both use the word ‘more’ as we play restaurant and pretend to be eating out. This game is going to make me feel even “more” hungry!*

Additional Extension Activities

Card Games

Student need only say “more” and previously targeted words – “go”, “want” during these activities.

- Go Fish
 - Single words including target word.
 - Target word in sentence.
 - Student can say “Go” and point to the cards for “Go Fish.”
- Match and Memory

Active/Interactive Games

- “Stop” Safari - affix “stop” on post-its around the environment, find all of them
 - Could make more complex by targeting current and previously targeted core words
- Dance Party – tell all the students to “stop” dancing and freeze in place when music is turned off, then restart when the music comes back on
 - Make more complex by having student say, “go,” to restart music and dancing
- Freeze tag – Have students take turns being the commentator or referee. They will call out “stop” whenever someone is frozen.
- Stop/Go (a.k.a. Red Light/Green Light) – One student stands across the room from the others and calls out commands until one student reaches him/her. Switch the command from “Red Light” to “stop” and “Green Light” to “go.”

Internet-based Activities

- Image search for target word.
- If an electronic pin board is available, make a “Stop it!” board using appropriate search criteria section (e.g., bullying, things the student doesn’t like.)
- Search for songs, rhymes, or poetry containing the word, “stop” – listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says “stop” along with the singer/speaker and/or when they stop an action.
- Use a mapping site that shows street level (e.g., Google Maps) and have the student direct your way to explore the area or to a particular location by telling you when to “stop”.
 - Add complexity by having them tell you to “go” as well.
- Use virtual tours of museums, landmarks, buildings and space, etc. (e.g., <http://www.virtualfreesites.com/museums.museums.html>, <http://www.onlineuniversities.com/blog/2010/01/100-incredible-educational-virtual-tours-you-dont-want-to-miss/>, <http://www.aceonlineschools.com/25-awesome-virtual-learning-experiences-online/>, and have the student direct the exploration.
 - Add complexity by having them tell you to “go” as well.
- Use online racing games (e.g., <http://www.gamesfreak.net/>), horseback riding (e.g., <http://www.horseland.com/>, <http://www.roundgames.com/onlinegame/Horse+Riding>) - Have the student direct his/her communication partner to make the character stop.
 - Add complexity by having them tell you to “go” as well.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate specific “stop” books focused on things the student doesn’t like.
- Make “stop” collage (broad or focused on a specific topic, e.g., bullying, certain sensory things.)
- Provide a digital image or video that is funny or interesting that could be captioned by “stop” on its own or in a sentence (e.g., search “driving too fast” or specific scenarios such as “bad singers.” <http://kids.nationalgeographic.com/kids/activities/photofillins/>, <http://kids.nationalgeographic.com/kids/activities/cartoons/>)
 - Increase complexity by having the student fill in sentences that include “stop” and previously targeted words.

Books/Magazines/Word Activities

- Look for “stop” in texts around the classroom and others available.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “stop” as one of their words.
 - Increase complexity by providing “stop” or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories:
 - Ask the student to fill in the blanks of a story entitled (e.g.,) “We stopped for dinner and something happened” or “What happened to the boy who wouldn’t stop jumping” by pointing to random items around the room, in Word Lists, etc.
 - Read the story together with the student producing “stop” throughout.
 - Create similar stories using “stop” and previously targeted words.

Math

- Tally and graph production of “stop” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “stop” is spoken in several of the books available for this activity or those in your own library.
- Opinion poll, e.g., Should we stop serving ____ or ____ for lunch?, Would you rather stop ____ or ____?. Student tallies results and reports findings.

Role Play

- Mealtime – indicate when to “stop” cutting vegetables, “stop” cooking, “stop” serving
- Have the student play bus driver/taxi driver/mom/dad/engineer/pilot and tell passengers when he is stopping.
 - Add to complexity by having student say when it is time to “go” as well.

Real-Life Activities

- Do an activity the student doesn't like or tolerates for short periods (something with lots of stops and starts). Have him/her tell you to “stop” or continue by producing, “more” or “go.”
- Go on a walk, drive or ride and have student say when to “stop.”
 - Increase complexity by having them tell you when to “go” as well.
 - Count the neighborhood stop signs, or count how many cars “stop” at the sign
- Have the student tell you when it is time to “stop” a class/activity either by telling time himself/herself or by giving him/her an alarm clock that cues him/her to do so.
 - Increase complexity by having them tell you when to “go” to the next class/activity as well.

Core Word Unit – NOT

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *Not From Here*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *Not From Here* again.
2. Both student and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use **"not"** at home. Examples could include "I'm not wearing" while getting dressed or talk about weather "It's not sunny," "it's not windy, "It's not going to snow."

Day 3

1. Talk about using the word at home.
2. Read the book again.
3. Look for and use the word **"not"** during reading.
4. Student writes their own **"not"** book using photos and describing "the tiger is not green," and combining word **"not"** (e.g., "I do not like tigers).
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another **"not"** book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Play Memory ("it's 'not' a match")
2. Play I Spy (e.g., "find something that is 'not' green)
3. Write and illustrate additional 'not' book.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "NOT" this week.

The first book we will be reading is called *Not From Here*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **NOT** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **NOT**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *Not From Here*.

- *Instructor says: We are going to read a new book today. It's called Not From Here. While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'more' as we go along.*

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue

- *Instructor says: Wow, yes! I noticed that too! How cool. You know what else I noticed? I noticed the sari the girl was wearing. She was 'not' wearing jeans like you might wear. (Expand your dialogue as much as you'd like here).*

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

- *Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word 'not' all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today. Don't forget to show them where you see the word 'not' too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *Not From Here* again.

- *Instructor says: Did you have fun sharing the book **Not From Here** at home last night? It's interesting to think about people who are not from here, isn't it? Let's read it together again and this time, whenever we see the word '**not**,' let's find it on your device and say it. Ready? Let's go.*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

- *Instructor says: Great! That was awesome. I like how the authors used the word 'not' so many times. 'Not' is the perfect way to say the opposite of something else. I am not wearing a dress today (give your own example! It's perfect that we have that word 'not' on your device right there. You can use it all the time, too!*

TASK 2: Make a plan for student to use "**not**" at home. Examples could include "I'm not wearing" while getting dressed or talk about weather "It's not sunny," "it's not windy, "It's not going to snow."

- *Instructor says: Cool. That was fun! I know I use the word 'not' all the time. For example, when I'm thinking about my weekend, I might say "I'm not going to be at school on Saturday!" I have an idea. Why don't you use that word on your device tonight to tell your family about something? You might tell them something silly like "I'm not a cat!" You could also talk about the weather – maybe say "It's not snowing," or "It's not raining today"? Do you have any ideas now of how to use "not" at home tonight? Let's practice a few more right here now! I like your ideas!*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you use the word 'not' at home last night? Do you remember what you said? Tell me! I was thinking about the times I said 'not' yesterday, too. When I was getting my laundry out of the dryer I said "these clothes are 'not' dry yet." I had to put them back in there for a few minutes! What did you say using the word 'not' last night?*

TASK 1: You can assist your student in responding to this by opening various tools in the device. Maybe you can go to weather words or feelings in word lists.

- *Instructor says: Ok, that was fun! Let's read the book again to remember what it was about. You are really good at finding the word "not" in it, let's do that again!*

TASK 2: Read the book again. Look for and use the word 'not' during reading.

TASK 3: Student writes their own "not" book using photos and describing the images with the word 'not.' You can use the student's pictures or find images on the Internet or in magazines. Each student will require a varying level of support to create the text. Try to use 'not' in both a descriptive sense and in combination with verbs.

- *Instructor says: Great! That's a cool book that reminds me of lots of friends I have that are 'not' from here, either! Now I have a fun idea! Let's write a book about things using the word 'not'. Let's find some pictures we like first, and then we can write about the picture using 'not'. I'll show you the first one, and we can do the next ones together. Here's one picture we can start with. Now we can look together for more pictures. We do 'not' have to use pictures of people we know all the time. We can find pictures in magazines and online, too!*

TASK 4: Have student plan to read book at home with family.

- *Instructor says: Boy, this book is incredible! You've worked hard on this book. I love all the funny pages like the one that says (give example). It's fantastic! Let's practice reading it together so you can read it to your family tonight. Remember, you'll say the 'word 'not' as you find it in the book.*

Later in the day, you can use extension activities with 'not' describing things around classroom, Match and Memory games to reinforce the rote production of the word.

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: I'm so glad to see you here today. I was thinking about your book this morning and I just could 'not' wait to hear about you sharing it with your family. They must have loved it! Did they love it or did they 'not' love it? Can we read it again together, please? I do 'not' want to miss you reading this book!*

TASK 1: Read the book again together. As time allows, you could decide to add additional pictures and text.

- *Instructor says: Wow. It's really a nice book. I like the page with (give specific example).*

TASK 2: Student chooses another “not” book from library.

- *Instructor says: Now that we've read Not From Here a few times, I think it would be fun to pick a new book that uses the word 'not' in it. Pick one of these, and we can read it together just like we've done with the others.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: Great pick! I'll read this part and you read 'not' when you see it. Remember how we want to notice things in the book? Let's do that again just like before. I hope we can find 'not' a lot in the book!*

TASK 4: Read book again at home.

- *Instructor says: We sure noticed a lot! Please take this one home to read to your family tonight. Would you like to take the book you wrote home again, too?*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home, too.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three “Supplemental Activities.” Use these in whichever order makes the most sense for your student. Encourage these to be done at home or in other classes. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

Respond to supplemental activities by producing “not” on the device sometimes followed by or paired with:

- Specify person, object or activity by pointing, eye gaze, gesture, word approximation or word from Word List on device
- Question – facial expression

Student would say “not” and previously targeted words – “go”, “want”, “more” and “stop” during these activities.

1. Match and Memory – in addition to naming the card turned over, the student can indicate if it is a match by nodding/thumbs up or if it is not a match by saying “not.”

→ *Instructor says: This game will be really fun. You remember how to play Memory. We can pick a friend to play with us. Remember, the point of the game is to find matches of two pictures. If it's “not” a match, you'll use the word ‘not’ to let us know that it's not a pair.*

2. I Spy – Find items in the environment that are “not” red/big/used to write, etc. The leader sets the criterion by saying, “Not ____.” Students indicate when they find something by saying, “Not ____.”

→ *Instructor says: Put on your detective hats! I'm going to try and stump you here. I love this game. I'm going to give you a hint about a thing to look for in this room that is ‘not’ something I'll describe. So for example, I might say “find something that is not blue” in the room. When you see it, tell me and say “not blue”. You might say “chalkboard! Not blue,” because our chalkboard is green! If you like the game, later you can run the game and I'll get my thinking cap on!*

3. Write/illustrate “not” books (e.g., what I do not like, where I do not go, what I do not [verb from Word Lists])

→ *Instructor says: I really love writing books, and I know you do too. Let's write another ‘not’ book, this time about things you do ‘not’ like. I know some things I do ‘not’ like: pickles, muddy shoes, and bee stings (feel free to substitute your own)! I could find pictures of those things. Let's think about some things you do ‘not’ like and write a book together.*

Additional Extension Activities

Card Games

Student would say “not” and previously targeted words – “go”, “want”, “more” and “stop” during these activities.

- Go Fish
 - Single words including target word.
 - Target word in sentence.
 - Student can say “Go” and point to the cards for “Go Fish.”
- Reverse “Go Fish” – Objective being to give all your cards away. Do you want? (produced with “want” and a questioning facial expression). If the person doesn't want the offered card, they should say “not want” then say “Go Fish.”

Active/Interactive Games

- “Not” Safari - affix “not” on post-its around the environment, find all of them
 - Could make more complex by targeting current and previously targeted core words.
- Seven Up – Students put their heads on their desks and extend one thumb. Instructor chooses one person as it. That person touches the thumbs of six other people and all go to the front of the room. The students then say, “Seven up,” and those remaining seated must guess who was it from among those students standing. When asked if it was them, students respond, “yes,” by some means, “not me” or “not” and pointing to themselves. This game could be revised to have it touch the finger of one student then return to his/her seat. The student touched must then guess who was it from all those seated eliciting the responses noted above.
- Doggy Doggy – One student sits with eyes closed and back to the class with an eraser or other “bone” under his/her chair. A different student comes up and takes the bone as directed by the instructor hiding it somewhere on his/her person or leave it under the chair. The class then says, “Doggy, Doggy, where's your bone?” and the student in the front must guess who took his bone without looking under his/her chair. When asked if it was them, students respond, “yes,” by some means, “not me” or “not” and pointing to themselves.

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes, or poetry containing the word, “not”, listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says “not” along with the singer/speaker and/or when they perform an action.
- If an electronic pin board is available, make an “I do not like”, “You do not like”, “I do not want”, “It is not red/big/” etc. board using appropriate search criteria section (e.g., toys, music, cars, things for a party) or a “It is not like” board of items that are different than an exemplar.
 - If you make them for different people, compare them. Discuss what you both like and do “not” like, how things are “like” and “not like,” or are red, for example, or “not” red.
- Go Internet shopping for the individual or others without specific criteria or with the criterion to pick things that are “not” red, for example. Have them comment on what they “like/want” or “not like/want.” Add those things that are liked to the cart. You don't need to purchase anything.
- Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you whether they “like” the image or “not” like the image.
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) and have the student indicate that they “like” or do “not like” what they built.
 - Use “more” for them to indicate if they want more options, “go” to go to different options, and “stop” to stop the activity.
- Have students use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.html>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) then compare results noting whose picture is “like” and “not like” someone else's in various respects.
- On Sesame Street's website (<http://www.sesamestreet.org/home>), type in “One of These Things” to the search box and view one of the videos. Have the student say “not” when the song does. Have him/her identify which items are “like” or “not like.”
- Use a mapping site that shows street level (e.g., Google Maps) and have the student direct your way to explore the area or to a particular location by telling you when to “go.” Start moving without their direction for them to say, “not go” or “stop.” Show that they can both be used.
- Use virtual tours of museums, landmarks, buildings and space, etc. (e.g., <http://www.virtualfreesites.com/museums/museums.html>, <http://www.onlineuniversities.com/blog/2010/01/100-incredible-educational-virtual-tours-you-dont-want-to-miss/>, <http://www.aceonlineschools.com/25-awesome-virtual-learning-experiences-online/>, and have the student direct the exploration by telling you when to “go.” Start moving without their direction for them to say, “not go” or “stop.” Show they can both be used.
- Use online racing games (e.g., <http://www.gamesfreak.net/>), horseback riding (e.g., <http://www.horseland.com/>, <http://www.roundgames.com/onlinegame/Horse+Riding>) - Have the student direct his/her communication partner by telling them when to “go.” Start moving without their direction for them to say, “not go” or “stop.” Show that they can both be used.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate “not” books (e.g., what I do not like, where I do not go, what I do not [verb from Word Lists].)
- Make a card for someone describing what you is “not” true contrasting with what is true about them.
- Write/illustrate “not” books (e.g., ___ is not like __, It is not __.)
- Make a card for someone comparing them (e.g., You are not like thorns because you are not prickly.)
- Set up your own “One of These Things” (referencing Sesame Street) activities – three items alike and one different. Have the student identify which items are “not” or “not like.”

Books/Magazines/Word Activities

- Look for “not” in texts around the classroom and others available.
- Go through the alphabet making words that rhyme with “not.” Identify the real words. Extend this activity by finding images for real words and make a “rhymes with more” board – cot, dot, got, hot, etc.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “not” as one of their words.
 - Increase complexity by providing “not” or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story (e.g.,) “He does not like noodles” or “The boy who did not go to bed” by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “not” throughout.
 - Create similar stories using “not” and previously targeted words.

Math/Science

- Tally and graph production of “not” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “not” is spoken in several of the books available for this activity or those in your own library.
- Tally the number of different words paired with “not” in several activities or by several people.
- Opinion poll, e.g., Tell me which one you do not like - ____ or ____? Student tallies results and reports findings.
- Put out objects and have the student indicate if they are alike (“like”) or “not like” each other in number, shape, texture, size, etc.

Role Play

- Restaurant/Mealtime – server asks people if they want a particular food item (some they would like and some they would not). The student responds with “want” or “not want.” The server gives the individual the wrong food to which the student responds, “not want” or “not like.”
- Use YouTube videos from popular television - American Idol, Top Chef, decorating shows - and have student be the judge saying “like or “not like.”
- Play house or school – have the student scold others saying “not (verb – jump, run, etc.)
- Play police officer – have student give directions to “go” or “not go” across the street.

Real-Life Activities

- Request what he/she “wants” and does “not want” to do next or that day.
- Request what he/she “wants” and does “not want” for meals.
- Request who he/she “wants” and does “not want” to sit by, help him/her with a task, etc.
- Comment on what he/she “likes” or “not like” during any activity.
- Craft or coloring project in which the individual requests materials/colors. Give him/her the wrong materials to elicit “not want.”
- Book reading - Have the student comment if they “like”/“not like” the book, “want more”/“not want more.”

Scheduling - Have the student comment if they “like”/“not like” the activities, “want go”/“not want go” to activities.

Core Word Unit – I

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *I Said Hi!*
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *I Said Hi!* again.
2. Both student and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "I" at home. Examples could include describing actions from the school day such as "I play" or "I eat." Practice these examples before the student goes home.

Day 3

1. Talk about how the word "I" was used at home.
2. Read the book again.
3. Look for and use the word "I" during reading.
4. Student writes their own "I" book using photos and describing (for example, "I play ball" or "I like cookies").
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "I" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Offer opinions by saying, "I like" or "I not like"
2. Play Restaurant ("I want")
3. Write and illustrate additional 'I' books

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "I" this week.

The first book we will be reading is called *I Said Hi!* Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **I** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **I**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *I said Hi!*

- *Instructor says: We are going to read a new book today. It's called "I said Hi!" While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'I' as we go along.*

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

- *Instructor says: Wow, yes! I noticed that too! I wouldn't want to say "hi" to a monster either! What would you say to a monster? What else did we notice (continue to provide specific examples).*

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

- *Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word 'I' all throughout the book too. Here's where that word is found in your device (you should navigate there to show them). You use that word when you are talking about yourself.*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today? Don't forget to show them where you see the word "I" too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *I said Hi!* again.

- *Instructor says: I liked reading the book with you yesterday. I bet your family loved reading it too. And I bet they noticed a lot of things just like we did when we read it. Let's read it again! This time, we can use your device to say 'I' whenever that word comes up. Let's find it on your device again - here it is! (Optionally student can say "hi" using Quickfires as it repeats in the book, too).*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

- *Instructor says: Wow! The word 'I' was in the book so many times! It's cool that you have that word, "I" right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for student to use "I" at home tonight. Suggestions include talking about things they did at school today using action words from the word lists (e.g., "I go," "I play," "I eat."). You may decide to send home a note explaining your goal, and asking the parent or family member to help with finding the words beyond the target of "I." Remember, it could be combined with any tools based on the student needs and skills!

- *Instructor says: I'm so glad you shared the book with you family last night. I'd like you to use the word 'I' tonight when you talk to your family. I think you can use it when you ask for something to eat, play a game, or go somewhere. For example, you could say "I want" or and point to something. You could also tell them about school today using an action word. You could say "I eat," or "I play" to talk about school. Let's practice it here with me!*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you find ways to say “I” when you were talking with family last night? I am sure there were many things you could say with the word ‘I’. I thought about it, and I used that word a bunch of times, too! I said that “I” when I told my son about my day. I said “I” had fun at work today! Tell me more about it with your device!*

Note: If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

- *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'I' all throughout! Excellent! Let's do that now again together.*

TASK 2: Read the book again. Look for and use the word 'I' during reading.

TASK 3 Student writes their own “I” book using photos and describing the photos using ‘I’. Examples could include phrases such as “I love dogs,” or “I play baseball.” Use a combination of the word “I” from core and other language elements in device (keyboard, my words, my phrases, etc). Think about the words in core they have already learned, and consider combining those to make phrases like “I go,” “I want,” or “I want more.” Your level of support in finding these other words will vary based on the student. Remember, our real goal here is use of “I”. If it's too challenging for the student to finish that phrase, you can help fill it in and let them celebrate the success of using “I” to create the phrases!

- *Instructor says: That was fun. Now I'm excited to help you write your own book using the word 'I'! Let's take a peek at some of your photos and decide which ones would be best. Let's use your photos and write all about you. . For example, with this first page, let's use this adorable picture of your cat. You could write “I have a cat!”*

TASK 4: Have student plan to read book at home with family.

- *Instructor says: Great work! It's so much fun to write books, and this one is extra special because it's all about you! I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you'll be able to tell me what page they liked best in your book*

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: I'm so happy to see you today. I was just thinking about the special book you wrote yesterday all about you. I can't wait to hear about your night at home! Did you read your special 'I' book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

- *Instructor says: This book is just wonderful. Let's read it again together. You did such a terrific job!*

TASK 2: Student chooses another "I" book from library.

- *Instructor says: Now that we've read a book using 'I' and even written your own, let's take a look at some other books that use the word 'I'. Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: What an interesting choice! OK. I'll read this part and you read, "I" Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! Keep on the lookout for "I" again!*

TASK 4: Read book again at home.

- *Instructor says: Wow! It was fun to see another book that used the word 'I'. What did you think of the book? Please take this one home to share with your family tonight. You can also show them the one you wrote again, too!*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home, too.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. Have the student offer opinions about activities, objects or situations by saying, “I like” or “I not like.”

- *Instructor says: Remember when we talked about opinions? We realized that everyone likes or does not like different things. Sometimes we will agree, and sometimes we see things differently. That’s fun! Let’s take a look at some pictures or talk about some situations, and you can tell me “I like it” or “I do not like it.”*

2. Restaurant/Mealtime – have the student “order” from a server – “I want.”

- *Instructor says: I love to go out to eat! It’s always fun to try new foods, and even better when I don’t have to cook it or clean it up at home! Let’s play restaurant here today. I’ll pretend to be the server and you can tell me what you want. You’ll say “I want” and fill in something that sounds yummy. We could make a pretend menu, too! Then it will be your turn to be the server. We could ask friends to play, too.*

3. Write/illustrate “I” book - general “I am…” book or topic specific (e.g., “I like…”, “Foods I like”, “Games I like”, “People I love”, “I have…”, etc.).

- *Instructor says: I loved writing that book with you yesterday. Let’s think about new books we could write about different topics. Would you like to write a book about “Foods I Like?” My book would say “I like popcorn” and “I like coffee” because those are two of my favorite treats! We could do a book about games you like, or people you like, or vacation places you like. Your pick! Let’s get to work!*

Additional Extension Activities

Card Games

- Go Fish
 - Student can say “I go” and point to the cards for “Go Fish.”
- Match and Memory
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.
- Uno
 - Student can produce “I want color.”

Active/Interactive Games

- “I” Safari - affix “I” on post-its around the environment, find all of them
 - Could make more complex by targeting current and previously targeted core words.
- Dance Party – stop the music; ask all the students “Who wants more music?” or “Who wants more dancing?” They call out “I want more,” then turn the music back on
 - Make this more complex by having student say, “go”, to start music back up
- “I” Movement – Provide a list or communication board of movements (e.g., hopping, jumping, spinning, etc.). Have the student say “I” and pick a movement. Affirm by saying, “Oh, you want to ____.”
- “I” Silly Faces – Provide a list of silly faces (e.g., feelings, animals) and have the student pick which he/she wants to imitate by producing “I” with his/her device then pointing to the face.
- I Spy – Have the student say “I” for “I spy” with his/her device then use Word Lists, Keyboards and Topics on his/her device or a communication board to provide clues

- Reverse I Spy – Have the student guess what another player has chosen by saying, “I” for “I guess” with his/her device then pointing (or eye pointing) to his/her guess (e.g., “I” + points to blackboard).
- Mother May I? – Simplify the student's response from “Mother may I?” to just “I?”. Use a list of actions for the student to fill in the end of the question (e.g., take # steps forward, take # frog steps, etc.)
- See https://en.wikipedia.org/wiki/Mother_May_I%3F for ideas.
- Red Rover – Rather than the full sentence, “Red Rover, Red Rover, let ____ come over.”, have student produce “I want” + pointing to a player on the opposite team.

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes or poetry containing the word, “I” (e.g., “If I Had a Hammer”, “I Love My Hair” from Sesame Street, “I Can See for Miles” by The Who) listen and then have the student say the word when it is produced, extend by playing with a group of students in which everyone says “I.”
- Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you that “I want more” or “I want” + specifying by pointing.
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) and have the student indicate what they want by saying “I want” or “I want more” options, etc.
- Make a photo of the student with their favorite celebrity or character using websites such as Photo With Me (<http://www.photowithme.com/>.) They can tell you who they want in the photo (“I want”) as well as how they feel about it (“I like”, “I not like”).
- Make a cartoon character of yourself. Use “I want” or “I like” for the student to make selections about specific characteristics. Blogs listing such sites:
<http://www.hongkiat.com/blog/11-sites-to-create-cartoon-characters-of-yourself/>,
<http://blueblots.com/tools/13-websites-that-converts-photo-into-a-cartoon-character/>
- Play Starfall's “Who am I?” game - <http://www.starfall.com/n/me/me/play.htm?f> with the student producing the word “I” throughout.
- Use online bulletin boards to create boards of things “I like” or “I want.”
- Go on Facebook and have the student indicate “I like” to like something and “I not like” to say they do not

Paper-based or BMS, Word, PowerPoint Activities

- Make a card for someone describing what the student likes/loves about them (“I like your ____.”, “I love how you ____.”).
- Provide a digital image or video that is funny or interesting that could be captioned by “I” on its own or in a sentence (e.g., someone choosing what to buy or food to eat (“I want”), someone reaching the top of a mountain (“I” can do it.), ,
<http://kids.nationalgeographic.com/kids/activities/photofillins/>,
<http://kids.nationalgeographic.com/kids/activities/cartoons/>)
- Increase complexity by having the student fill in sentences that include “I” and previously targeted words.

Books/Magazines/Word Activities

- Look through texts to find the word, “I.”
- Go through the alphabet-making words that rhyme with “I.” Decide whether they are real words or not (respond with “want” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with I” board – buy, bye, cry, die, dry, eye, fly, fry, guy, hi, high, lie, my, pie, rye, shy, sigh, spy, sty, thigh, tie, try, and why.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “I” as one of their words
- Increase complexity by providing “I” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story (e.g., “I ____ to the store, I wore a ____ on my head,”) by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “I” throughout.
- Create similar stories using “not” and previously targeted words.

Math

- Search for interviews for teen celebrities or characters (e.g., Kermit the Frog) and count the number of times the interviewee says, “I”.
- Tally and graph production of “I” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “I” is spoken in several of the books available for this activity or those in your own library.

Role Play

- Interview the student asking questions that can be answered with “I” + pointing to fill in the answer or using words in Word Lists.
- Enter a topic into a search engine and have the student indicate “I want” or “I not want” a website. Once on it, have them say, “I like” or “I don’t like.”
- Plan a trip online or use a map tracing your route having the student say, “I stop” and “I go.”
- Doctor – Have the student tell you where it hurts by producing “I” and pointing to a body part
- Mad Scientist – Have the student tell you what he is doing using “I” and demonstrating the action or pointing to a pertinent tool.

Real-Life Activities

- Do an activity the student likes or tolerates for short periods (something with lots of stops and starts). Have him/her tell you to continue by producing, “I want more” and stop by producing “I want stop.”
- Have the student accept offered materials, activities or food from others by saying, “I want” or “I not want.”
- Have the student indicate that they want or don’t want more of a particular activity, material, food, etc. – “I want” or “I not want.”
- Turn the television off “by accident” so that the student can request “I want more.”
- Have the student tell you that he/she is going or where he/she is going throughout the day, “I go.”
- Have the student volunteer for tasks using “I” or “I want.”

Core Word Unit – YOU

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *I Like You*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *I Like You* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use **"you"** at home by telling family members what to do. For example they might say "you, eat!" or "you, run!"

Day 3

1. Talk about how the word **"you"** was used at home.
2. Read the book again.
3. Look for and use the word **"you"** during reading.
4. Student writes their own **"you"** book using photos and text such as "do you moo" for a cow or "do you run?" for a picture of a dog.
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another **"you"** book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. You Silly Faces- student directs adult "you smile" etc.
2. Find songs or poems with "you" in them.
3. Identify words that rhyme with "you"

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "YOU" this week.

The first book we will be reading is called */ Like You!* Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **YOU** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **YOU**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book “I Like You”.

→ *Instructor says: We are going to read a new book today. It's called “I Like You.” While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'I' as we go along.*

TASK 1: Go through the book doing a “picture walk” to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

→ *Instructor says: I loved that picture of the kids playing hopscotch. Do you ever play that at recess? What else did we notice (continue to provide specific examples)?*

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

→ *Instructor says: Fun! Thanks for reading with me. You noticed some really interesting things. I liked how we saw the word ‘you’ all throughout the book too. Here’s where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today? Don't forget to show them where you see the word “you” too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book “I Like You” again.

→ *Instructor says: It is great to see YOU today! Do you remember reading that “you” book with me yesterday? Let's do it again! This time, we can use your device to say ‘you’ whenever that word comes up. Let's find it on your device again - here it is!*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ *Instructor says: Wow! The word ‘you’ was in the book so many times! It's awesome that you have that word, “you” right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for student to use “you” at home tonight. The student could direct family members to engage in some actions. Perhaps the student said “you, eat!” or “you, run!” in combination with gesture to indicate who should perform each action. You might want to send a home note to explain the activity and remind family members to help support development of these messages. Remember, the word “you” could be combined with any tools based on the student's needs and skills!

→ *Instructor says: I'm so glad you shared the book with your family last night. I'd like you to use the word ‘you’ tonight in a fun little game with your family. This is how it works. It will be kind of like playing “Simon Says” but you will use the word “you” and then the action you want them to do. So, you could say “you jump!” or “you laugh” to them! You'll might have to point so they know who's turn it is each time. Let's practice some together right now so you are all set to try at home!*

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you find ways to say 'you' when you were playing that game last night? Was it very funny? Did you use the examples we did together?*

If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

- *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'you' all throughout! Excellent! Let's do that now again together.*

TASK 2: Look for and use the word **'you'** during reading.

TASK 3: Student writes their own 'you' book asking questions using photos and describing the photos using 'you.' Examples could include phrases such as "do you moo" for a cow or "do you run?" for a picture of a dog. This text could even be simplified. "You moo" could work for the cow page, or "you run" for the dog. Use a combination of the word 'you' from core and other language elements in device (keyboard, my words, my phrases, etc.). Your level of support in finding these other words will vary based on the student. Remember, our real goal here is use of "you". If it's too challenging for the student to finish that phrase, you can help fill it in and let them celebrate the success of using "you" to create the phrases!

- *Instructor says: That was fun. Now I'm excited to help you write your own book using the word 'you'! Let's take a peek at some of your photos and decide which ones you really like. Let's use your photos or ones we can find in these magazines. For example, with this first page, let's use this picture of the tree in front of your house. You could write "You grow!!"* (Customize this example to something motivating and exciting for your student).

TASK 4: Have student plan to read book at home with family.

- *Instructor says: Great work! It's so much fun to write books, and you've written such a special "you" book here today! I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you'll be able to tell me what page they liked best in your book.*

Day 4

Goal: Talk about reading student-created book at home.

→ *Instructor says: You are just on time! It is great to see you. I can't wait to hear about your night at home! Did you read your special 'you' book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

→ *Instructor says: This book is pretty cool. Let's read it again together. You did such a terrific job!*

TASK 2: Student chooses another 'you' book from library.

→ *Instructor says: Now that we've read a book using 'you' and even written your own, let's take a look at some other books that use the word 'you'. Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

→ *Instructor says: Super duper choice! OK. I'll read this part and you read, "you." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! Watch closely for the word "you" to appear!*

TASK 4: Read book again at home.

→ *Instructor says: Wow! It was fun to see another book that used the word 'you'. What did you think of the book? Please take this one home to share with your family tonight. You can also show them the one you wrote again, too!*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home.

Day 5

Goal: Talk about sharing book at home.

→ *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

→ *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. **“You” Silly Faces – Provide a list of silly faces (e.g., feelings, animals) and have the student pick which he/she wants to you to produce with his/her device then pointing to the face.”**

→ *Instructor says: Get ready to laugh! This will be so much fun. I have a list here of funny feelings (and/or animals). I'm going to make each of these silly faces or pretend to be a funny animal. You just have to tell me which one you'd like to say. Start by saying “you” and then pointing to the face. I'll do that! We can all take turns. (Note, if student is able to find appropriate selections on device, do that instead!).*

2. **Search for songs, rhymes or poetry containing the word, “you” (e.g., “You are My Sunshine,” “If You’re Happy”) listen and then have the student say the word when it is produced, extend by playing with a group of students in which everyone says “you”.**

→ *Instructor says: I know we use the word ‘you’ all the time. Sometimes it's not just in our talking, but in songs and rhymes, too! Let's go and listen to some songs online and see if we can find “you.” When you hear it, use your device to say it along!*

3. **Go through the alphabet-making words that rhyme with “you,” decide whether they are real words or not (respond with “want” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with you” board – boo, chew, clue, coo, crew, cue, dew, do, drew, doo, eye, few, flew, glue, goo, grew, hue, moo, new, screw, shoe, shoo, stew, too, true, two, view, who, woo, yew, and zoo.**

→ *Instructor says: I love to rhyme. I think lots of words rhyme with you. Let's make a list of the words that rhyme. We can check by saying “you,” and then the other word to see if they rhyme. We can even get some pictures online of the words that rhyme to make a little book!*

Additional Extension Activities

Card/Board Games

- Any card/board game
 - Student can say indicate turn by saying, “You go” and “I go.”
- Memory Game
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.
- Go Fish
 - Have student say, “You go” for “Go Fish.” If they wish to complete the sentence, have the find “fish” in the Animal Word List or use a gesture.
- Uno
 - Student can influence other players by saying “You not want color” when appropriate.
 - When a player has only one card left but has not called Uno, student can say, “You” and hold up a finger for “1.”

Active/Interactive Games

- “You” Safari - affix “you” on post-its around the environment, find all of them.
 - Could make more complex by targeting current and previously targeted core words.
- Dance Party – have a student start and stop the dancing by saying, “You go.” or “You dance” (if using Word Lists) then “You stop.”

- “You” Movement – Provide a list or communication board of movements (e.g., hopping, jumping, spinning, etc.). Have the student say “you” and pick a movement. Affirm by doing the movement. If it is incorrect, the student can use, “not” from Core or produce “no.”
- I Spy – Have the student respond to someone else’s “I Spy” description by saying “you” with his/her device, pointing to his/her eyes then filling in a guess by pointing, eye pointing or using Word Lists or Keyboards.
- Mother May I? – Have the student play “Mother” by responding to other student’s requests with “You” and nodding or shaking his head.
- Red Rover – Rather than the full sentence, “Red Rover, Red Rover, let ____ come over,” have student produce “You” + pointing to a player on the opposite team.

Internet-based Activities

- Image search for target word.
- Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you that “I want more” or “I want” + specifying by pointing.
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guзер.com/games/createaride.php>, car manufacturers,) and have the student ask what you want on the design by saying “You want” then pointing to an option.
- Make a cartoon character of you (the student’s communication partner or a fellow student sitting with you both). Use “You” + pointing to make selections about specific characteristics.
Blogs listing such sites - <http://www.hongkiat.com/blog/11-sites-to-create-cartoon-characters-of-yourself/>, <http://blueblots.com/tools/13-websites-that-converts-photo-into-a-cartoon-character/>
- You might also consider using sliding puzzles or regular puzzles that you find online.
- Use online bulletin boards to create boards of things “I like” or “I want.”
- Go on Facebook and have the student watch you (or another student) like or pass on liking things. Have the student comment by saying “You like” or “You not like.”

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate “you” book - general “You are...” book or topic specific (e.g., “You like...”, “Foods you like,” “Games I like,” “People you love,” “You have...” etc.)
- Make a book contrasting “you” and “I” – sort which illustrations describe “you” and which describe “I,” then create the book. Read it having the student produce “you” and “I” for the appropriate images.
- Make a card for someone describing what the student likes/loves about them (“You are...”, “You make me...”)
- Provide a digital image or video that is funny or interesting that could be captioned by “you” on its own or in a sentence (e.g., someone choosing what to buy or food to eat (“You want”), someone reaching the top of a mountain (“you” can do it), <http://kids.nationalgeographic.com/kids/activities/photofillins/>, <http://kids.nationalgeographic.com/kids/activities/cartoons/>)
 - Increase complexity by having the student fill in sentences that include “I” and previously targeted words.

Books/Magazines/Word Activities

- Look through texts to find the word, “YOU.”
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “you” as one of their words
 - Increase complexity by providing “you” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “you” throughout.
 - Create similar stories using “not” and previously targeted words.

Math

- Search for interviews for kid with celebrities or characters (e.g., Kermit the Frog) and count the number of times the interviewer says, “you.”
- Tally and graph production of “you” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “you” is spoken in several of the books available for this activity or those in your own library.

Role Play

- Restaurant/Mealtime – have the student play server and ask what – “You want” or what “You like.”
- Newscaster – Have the student interview others asking questions that can be answered with “you” + pointing to fill in the answer or using words in Word Lists.
- Travel agent - Plan a trip online or use a map tracing your route having the student say, “You stop” and “You go.”
- Doctor– Have the student ask you if body parts hurt by producing “you” and pointing to a body part.
- Mad Scientist – Have the student tell you what to do and what he is doing using “You/I” and demonstrating the action or pointing to a pertinent tool.
- Traffic Office – direct traffic, “You stop.”, “You go.”, write tickets saying, “You not stop.”, “You go” + a gesture for fast/ wrong turn/etc.
- House (play parent) – tell students what to do and where to go (“You go”, “You stop.”) Encourage them (“I like you.”)

Real-Life Activities

- Have the student offer materials, activities or food to others by saying, “You want?” or “You not want?”
- Have the student offer opinions about activities, objects or situations by saying, “I like” or “I not like.”
- Have the student indicate that they want or don’t want more of a particular activity, material, food, etc. – “I want” or “I not want.”
- Turn the television off “by accident” so that the student can request “I want more.”
- Have the student tell you that he/she is going or where he/she is going throughout the day, “I go.”
- Have the student volunteer for tasks using “you” or “I want.”
- Have the student indicate who will do a task (e.g., household /school jobs, steps in a science experiment, etc.).

Core Word Unit – IT

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *The Apple*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *The Apple* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "it" at home by either saying "do it" about activities or describing things (e.g., "it is green").

Day 3

1. Talk about how the word "it" was used at home.
2. Read the book again.
3. Look for and use the word "it" during reading.
4. Student writes their own "it" book using photos and describing "it rolls" or "it is green."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another --"it" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Safari- find post it notes around room with "it."
2. Look at pictures online to say "I like it" or "I want it."
3. Write another book where each page begins with "it."

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "IT" this week.

The first book we will be reading is called *The Apple*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **IT** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **IT**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book “The Apple”

- Instructor says: We are going to read a new book today. It's called “The Apple.” While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word ‘it’ as we go along.

TASK 1: Go through the book doing a “picture walk” to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

- Instructor says: This book makes me hungry for an apple! What else did we notice? (Continue to provide specific examples.)

TASK 2: Help your student by providing a more thorough explanation of what they notice on the pages.

TASK 3: Prepare student to take book home and share with family.

- Instructor says: Superb! That's the way to do it! You noticed some really cool things. I liked how we saw the word ‘it’ all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did here today? Don't forget to show them where you see the word “it” too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book “The Apple” again.

- Instructor says: It is another great day! Do you remember reading that “it” book with me yesterday? Let's do it again! This time, we can use your device to say ‘it’ whenever that word comes up. Let's find it on your device again- here it is!

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

- Instructor says: Right on! The word ‘it’ was in the book so many times! It's perfect that you have that word, “it” right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?

TASK 2: Make a plan for student to use 'it' at home tonight. You might decide the student would best be served by using "it" in simple statements for family members such as "Do it!" when they want their communicatio partner to turn on some music or make a goofy face. You might consider that your student would benefit most from creating "it" statements for family members such as "it is green" while gesturing to the grass or "it is big" while pointing to a tractor. You are the best expert in determining what would be the most appropriate extension of this activity for home practice. Remember, the word "it" could be combined with any tools based on the student needs and skills! Make a plan with your student specifically based on the skills you know they have to combine with the word "it." You might want to send home a note explaining the activity so that facilitators at home will understand the task.

→ *Instructor says: I'm so proud of you for sharing the book with you family last night. I'd like you to use the word 'it' tonight in a fun way. This is how it works. We are going to make a list of funny things that your family members might do. Maybe we could say dance, or sing, or make a silly face. When you show them the card with the action, I want you to say "Do it!" to get them started. It will be very funny. Let's practice some right now so we have a good plan for what you'll do tonight. This will be a fun way to practice using the word "it" in your device. Or, you could describe some things you see at home. You might say "it is good" to describe your dinner or "it is small" about the cookie for dessert! (Edit this based on what you decide is the best way for student to practice).*

Day 3

Goal: Talk about using the word at home.

→ *Instructor says: Did you find ways to say 'it' when you were playing that game or talking to your family last night? Did it go well? Did you use the examples we did together?*

Note: If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

→ *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'it' all throughout! Fantastic! Let's do that now again together.*

TASK 2: Look for and use the word 'it' during reading.

TASK 3: Student writes their own 'it' book naming about people or animals. Find photos in magazines, your personal catalog, or take new ones of people or animals where you can think of appropriate text to describe the photo. As the facilitator, you will help write text. Perhaps there is a picture of a skateboard. The text could be "It rolls." Choose pictures that are exciting and motivating for the student, and help guide them to create text using "it" to describe. Students in this activity will have varied levels of involvement in creating the description of the photos based on their skills. Remember, our real goal here is use of "it."

→ *Instructor says: That's what I call a fine job. That was fun. Now I'm excited to help you write your own book using the word 'it!' Let's take a peek at some of your photos and decide which ones you really like. Let's use your photos or ones we can find in these magazines. We can always take a few new fun pictures, too! For example, with this first page, let's take a picture of the bird in your classroom. You could write "It flies" on top. (Customize this example to something motivating and exciting for your student.)*

Day 4

Goal: Talk about reading student-created book at home.

→ *Instructor says: Hello! It is great to see you! I can't wait to hear about your night at home! Did you read your special 'it' book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

→ *Instructor says: You are doing better than ever! Let's read it again together. I'm so proud of this work!*

TASK 2: Student chooses another 'it' book from library.

→ *Instructor says: Now that we've read a book using 'it' and even written your own, let's take a look at some other books that use the word 'it'. Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

→ *Instructor says: Wonderful choice! OK. I'll read this part and you read, "it." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! Watch closely for the word "it" to appear!*

TASK 4: Read book again at home.

→ *Instructor says: Congratulations! You've got that down pat. What did you think of the book? Please take this one home to share with you family tonight. You can also show them the one you wrote again, too!*

Note: You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home.

Day 5

Goal: Talk about sharing book at home.

→ *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

→ *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. “It” Safari - affix “it” on post-its around the environment, find all of them.

- Could make more complex by targeting current and previously targeted core words.

→ *Instructor says: We are going to go on a little safari hunt for the word “it.” I have placed the word on little note paper all over the room. Let’s see how many you can find! Look everywhere for “it” and be careful not to get fooled by other words!*

2. Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you that “I want it or “I like it.”

→ *Instructor says: Let’s take a peek at some photos online. I have them on my computer. After each picture, you can tell me if you “like it” or if you “want it.” Just make sure you say ‘it’ each time!*

3. Write/illustrate a book about an object/animal (e.g., My Dog, Bananas) - begin each page with “It...”

→ *Instructor says: We’ve done so much writing with great books, and I’m excited for us to do another one together. This time let’s write a book about a favorite animal or thing. Maybe your favorite toy or food, and we will describe it through the book. Every page starts with the word it!*

Additional Extension Activities

Card/Board Games

- Any card/board game
 - Student can make requests by saying “want it” or “I want it”, decline by saying, “not it,” “not want it,” or “I not want it,” then specifying the meaning of “it” by pointing.
- Memory Game
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.

Active/Interactive Games

- Play tag or any other active game requiring an “it” to chase/tag/etc. others. Have the student assign or ask who is it by saying, “You it” or “You want it?” The student can also claim the role of “it” by saying, “I it” or “I want it.”
- Dance Party – have a student start and stop the music by saying, “it go” then “stop it.”
- “It” Movement – Provide a list or communication board of movements (e.g., hopping, jumping, spinning, running, dressing, etc.) for a stuffed animal, doll or action figure to perform. Have the student say “it” and pick a movement. Confirm understanding by doing the movement. If it is incorrect, the student can use, “not” from Core or produce “no.”
- I Spy – Have the student respond to someone else’s “I Spy” description by saying “it” with his/her device, pointing to his/her eyes then filling in a guess by pointing, eye pointing or using Word Lists or Keyboards.

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes or poetry containing the word, “it” (e.g., “It’s a Small World,” “It’s Alright,” “It’s De-Lovely,”) listen, and then have the student say the word when it is produced. Extend by playing with a group of students in which everyone says “it.”
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) and have the student ask what you want on the design by saying “want it” then pointing to an option.
- Make a cartoon character of you (the student’s communication partner or a fellow student sitting with you both). Use “I want/like it” + pointing to make selections about specific characteristics. Blogs listing such sites - <http://www.hongkiat.com/blog/11-sites-to-create-cartoon-characters-of-yourself/>, <http://blueblots.com/tools/13-websites-that-converts-photo-into-a-cartoon-character/>
- Play a celebrity or character guessing game. Have the student say, “it” then indicate his guess using the online answers or answers written down by the facilitator.
Possible websites - <http://www.gamesonline.fm/rest-games/twilight-celebrity-puzzle>, <http://www.kongregate.com/games/eyegossip/celebrity-guess-who>. You might also consider using sliding puzzles or regular puzzles that you find online.
- Use online bulletin boards to create boards of things “I like/want it” or “I not like/want it.”
- Go on Facebook and have the student like or pass up on liking things. Have him comment by saying “I like it” or “I not like it.”
 - You or another student might also like or not like things in which case the student could comment by saying, “You like it” or “You not like it.”

Paper-based or BMS, Word, PowerPoint Activities

- Make a book contrasting “it” (e.g., dog, teapot) and “I.” Sort which illustrations describe “it” and which describe “I,” then create the book. Read it having the student produce “it” and “I” for the appropriate images.
 - Increase complexity by adding “you.”
- Write/illustrate a book about the student in which the text on each page is either “I like/don’t like it,” “I want/don’t want it” or “I verb it.” Have the student read the book.
- Make a card for someone describing what the student likes/loves about them (“I like it when you...”)
- Provide a digital image or video that is funny or interesting that could be captioned by “it” on its own or in a sentence (e.g., emoticons, aliens, characters, animals, <http://kids.nationalgeographic.com/kids/activities/photofillins/>, <http://kids.nationalgeographic.com/kids/activities/cartoons/>)
 - Increase complexity by having the student fill in sentences that include “I” and previously targeted words.

Books/Magazines/Word Activities

- Look through texts to find the word, “it.”
- Go through the alphabet making words that rhyme with “it.” Decide whether they are real words or not (respond with “want” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with it” board – bit, fit, get (based on regional pronunciation), grit, hit, kit, knit, lit, mitt, pit, quit, sit, skit, spit and split.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “it” as one of their words.
 - Increase complexity by providing “it” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “you” throughout.
 - Create similar stories using “not” and previously targeted words.

Math

- Search for interviews for kid with celebrities or characters (e.g., Kermit the Frog) and count the number of times the interviewer says, “it.”
- Tally and graph production of “it” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “it” is spoken in several of the books available for this activity or those in your own library.

Role Play

- Restaurant/Mealtime – have the student play server or customer - “You want it?” or “I want/like it.”
- Newscaster – Have the student interview others asking questions that can be answered with “it” + pointing to fill in the answer or using words in Word Lists.
- Travel agent - Plan a trip online or use a map tracing your route having the student say, “it stop” and “it go.”
- Doctor/Vet – Have the student ask you if body parts hurt by producing “it” and pointing to a body part.
- Have the student indicate who will do a task (e.g., household /school jobs, steps in a science experiment, etc.)
- Mad Scientist – Have the student tell you what to do and what he is doing using “You/I” and demonstrating the action or pointing to a pertinent tool.
- Hug/Tickle Monster – Have the student tell you to “Stop it.”

Real-Life Activities

- Do an activity the student likes or tolerates for short periods (something with lots of stops and starts). Have him/her tell you to continue by producing, “I want more” and stop by producing “I want stop.”
- Have the student accept offered materials, activities, or food from others by saying, “I want” or “I not want.”
- Have the student offer opinions about activities, objects or situations by saying, “I like” or “I not like”
- Have the student indicate that they want or don’t want more of a particular activity, material, food, etc. – “I want” or “I not want.”
- Turn the television off “by accident” so that the student can request “I want more.”
- Have the student tell you that he/she is going or where he/she is going throughout the day, “I go.”
- Have the student volunteer for tasks using “it” or “I want.”
- The student can stop activities – “Stop it.”

Core Word Unit – IS

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *What is That?*
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *What is That?* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "is" at home. Suggestions include talking about photos in another favorite book ("it is a cow") or personal pictures ("it is you!").

Day 3

1. Talk about how the word "is" was used at home.
2. Read the book again.
3. Look for and use the word "is" during reading.
4. Student writes their own "is" book using photos and describing the photos using 'is.' Examples could include phrases such as "Mrs. Smith
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "is" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Guessing games – put objects in a bag and student names, "It is ____."
2. Tally "is" in books.
3. Play I Spy using "is."

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "IS" this week.

The first book we will be reading is called *What Is That?* Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **IS** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **IS**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *What is That?*

- Instructor says: We are going to read a new book today. It's called **"What Is That?"** While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word **'is'** as we go along.

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

- Instructor says: I loved that horse picture. It's funny to hear what he is doing today! What else did we notice (continue to provide specific examples).

TASK 2: Help your student by providing a more thorough explanation of what they notice on the pages.

TASK 3: Prepare student to take book home and share with family.

- Instructor says: Fun! Thanks for reading with me. You noticed some really interesting things. I liked how we saw the word "is" all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today? Don't forget to show them where you see the word "is" too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *What is That?* again.

- Instructor says: What is that? Oh! It's your book! That's right! It's the **"is"** book we read yesterday! It's called **"What is That?"** This time, we can use your device to say 'is' whenever that word comes up. Let's find it on your device again- here it is!

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

- Instructor says: Wow! The word 'is' was in the book so many times! It's cool that you have that word, "is," right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?

TASK 2: Make a plan for student to use "is" at home tonight. Suggestions include talking about photos in another favorite book ("it is a cow") or personal pictures ("it is you!"). You may decide to send home a note explaining your goal, and asking the parent or family member to help with finding the words beyond the target of "is." Remember, it could be combined with any tools based on the student needs and skills!

- Instructor says: I'm so glad you shared the book with your family last night. I'd like you to use the word 'is' tonight when you talk to your family. I think you can use it when you talk about things you see. For example, you could say "it is green" and point to the grass. You could also tell them about a book or picture. You could say "It is a cow," and point to the cow picture. Let's practice some together right now so you are all set to try at home

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you find ways to say 'is' when you were playing that game or talking to your family last night? Did it go well? Did you use the examples we did together?*

Note: If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

- *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'is' all throughout! Excellent! Let's do that now again together.*

TASK 2: Look for and use the word 'is' during reading.

TASK 3: Student writes their own 'is' book using photos and describing the photos using 'is.' Examples could include phrases such as "Mrs. Smith is funny," or "our house is blue." Use a combination of the word 'is' from core and other language elements in device (keyboard, my words, my phrases, etc.). Your level of support in finding these other words will vary based on the student. Remember, our real goal here is use of "is". If it's too challenging for the student to finish that phrase, you can help fill it in and let them celebrate the success of using "is" to create the phrases!

- *Instructor says: That was fun. Now I'm excited to help you write your own book using the word 'is'! Let's take a peek at some of your photos and decide which ones would be best. Let's use your photos or ones we can find in these magazines. For example, with this first page, let's use this picture of your favorite monster truck. You could write "Truck is big!!" (Customize this example to something motivating and exciting for your student).*

TASK 4: Have student plan to read book at home with family.

- *Instructor says: Great work! It's so much fun to write books, and you've done a magnificent job with this one! I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you'll be able to tell me what page they liked best in your book.*

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: It “is” a great day, isn’t it? It is wonderful to see you. I can’t wait to hear about your night at home! Did you read your special ‘is’ book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

- *Instructor says: This book is just wonderful. Let’s read it again together. You did such a terrific job!*

TASK 2: Student chooses another ‘is’ book from library.

- *Instructor says: Now that we’ve read a book using ‘is’ and even written your own, let’s take a look at some other books that use the word ‘is.’ Pick one of these that looks interesting to you, and we’ll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: What an interesting choice! OK. I’ll read this part and you read, “is.” Remember that first book and how we would notice things as we read the book? Let’s explore this one together in the same way. Tell me what you notice and I’ll do the same thing! Keep on the lookout for “is” again!*

TASK 4: Read book again at home.

- *Instructor says: Wow! It was fun to see another book that used the word ‘is.’ What did you think of the book? Please take this one home to share with you family tonight. You can also show them the one you wrote again, too!*

Note: You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let’s read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three “Supplemental Activities.” Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you’ll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. Guessing games – put a variety of objects in a bag and have the student pull one out and name what it is in a full sentence, “It is ____” (fill in name with Word Lists, gestures, etc.)

- Increase complexity by having the student leave the item in the bag and guess several times without seeing before pulling it out.

→ *Instructor says: Let's play a guessing game! I have a bag here full of some surprise objects. We can each take turns pulling something out of the bag. First, guess what you think it is (e.g., it is a pen!), and then you can say what it actually is when you pull it out of the bag (e.g., it is a pencil!). Let's see how many we can predict before we see what it is.*

2. Tally and graph the number of times “is” is spoken in several of the books available for this activity or those in your own library.

→ *Instructor says: Remember how we “tally” items when we count them? Let's count, or tally, the number of times we see “is” in the books you love on our bookshelf.*

3. I Spy – Have the student guess someone else’s “I Spy” description by saying “It is” with his/her device then pointing, eye pointing or using Word Lists or Keyboards.

→ *Instructor says: We are going to play a fun game, called I Spy. I bet you've played this before! When it is your turn, you'll say “I spy something that is ...” and we will try to guess by saying “Is it ____?”*

Additional Extension Activities

Card/Board Games

- All card/board game
 - Student may identify plays, cards, etc. by saying “It is...”
- Memory Game
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.

Active/Interactive Games

- “Is” Safari - affix “is” on Post-its around the environment, find all of them.
 - Could make more complex by targeting current and previously targeted core words.
- Dance Party – have a student identify a student to dance by saying “It is you!”
- “Is” Movement – Provide a list or communication board of movements. Have a stuffed animal, doll, action figure, or person perform the action. Have the student say “is” and pick a movement or “It is ____.” if appropriate.
- Put together a puzzle without telling the student what it will become. Puzzles allow the student to guess what the picture is several times as they continue to put the puzzle together – “It is...”
- 20 Questions – have the student ask you 20 questions to identify an object, “Is it ____.”

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes, or poetry containing the word, “is” (e.g., “This is the Way,” “This is My Song,” “This is Our Song.”) Listen and then have the student say the word when it is produced, extend by playing with a group of students in which everyone says “is.”
- Play a celebrity or character guessing game. Have the student say, “It is” then indicate their guess using the online answers or answers written down by the facilitator.
Possible websites - <http://www.gamesonline.fm/rest-games/twilight-celebrity-puzzle>,
<http://www.kongregate.com/games/eyegossip/celebrity-guess-who>. You might also consider using sliding puzzles or regular puzzles that you find online.
- Use online bulletin boards to create boards of things starting with “It is...”. Topics could include: “It is what I want for my birthday,” “...blue,” “...found in the zoo,” “...in my garage,” “...my favorite.”
- Use a weather site (e.g., <http://theweatherchannelkids.com/>, <http://www.weather.com/>, <http://pbskids.org/sid/weatherwheel.html>) to identify the weather, “It is...”
– The PBS site lets you continue the activity by identifying the clothing the student wants (“I want...”).
- Use a telling time site (e.g., <http://theweatherchannelkids.com/>) for the student to answer “It is...” then provide the time by clicking or using the numbers on their keyboard.
- Puzzle websites (e.g., <http://www.primarygames.com/puzzles/jigsaw.php>) allow the student to guess what the picture is several times as they continue to put the puzzle together – “It is...”
- View images of a variety of environments (e.g., forest, desert), local places (e.g., fast food restaurant, grocery store, park,) or places around the world (e.g., China, France). Have the student state what he/she is seeing by saying, “It is” + a word from Word Lists/Keyboard or pointing to an image in his Topics.
- View images of actions (e.g., sports, hobbies, people/animals going about daily activities) and describe them with “is” + a verb communicated by gesture, demonstration, Word Lists. Reinforce by saying, “Yes, he/she/it is ___ing.”

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate a book about an object/animal/place (e.g., My Dog, Bananas, Nicaragua.) Begin each page with “It is...”
- Make a book contrasting “is” with other verbs in Core by keeping the same subject and changing the verb (e.g., The dog is, The dog wants, The dog likes, The dog stops or Jim is..., Jim wants..., Jim likes..., Jim stops.)
- Make a card for someone by writing a poem without rhyme using “is” (e.g., The sky is blue. The grass is green. I like you and you are more than a rainbow.”). Encourage the student to use words in Core as well as those in Word Lists.
- Provide a digital image or video that is funny or interesting that could be captioned by “It is” in a sentence (e.g., emoticons, aliens, characters, animals, plant,
<http://kids.nationalgeographic.com/kids/activities/photofillins/>,
<http://kids.nationalgeographic.com/kids/activities/cartoons/>)

Books/Magazines/Word Activities

- Look through texts to find the word, “is.”
- Go through the alphabet making words that rhyme with “is,” decide whether they are real words or not (respond with “is” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with is” board – fizz, his, quiz, says (depending on region of the country) and whiz.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “is” as one of their words
– Increase complexity by providing “is” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story (e.g., “The bird is ___, Is it a ___ ?”) by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “is” throughout.
– Create similar stories using “not” and previously targeted words.

Math

- Tally and graph production of “is” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.

Role Play

- Restaurant/Mealtime – have the student play server and ask him questions about the menu to which they answers - “It is ____.”
- Meteorologist – Have the student view radar maps or images of weather and make a report by saying “It is” + words from Word Lists or pointing to images in Topics.
- Doctor/Vet – Have the student provide a diagnosis, (e.g., It is a broken arm.). Words they do not have in Core can be communicated using Word Lists, Keyboard, Topics, gestures or pointing.
- Mad Scientist – Have the student invent something and tell you what it is, “It is...” The name may be a made-up word by tapping random letters on the keyboard or named from Word Lists.
- Math instructor – point to a problem on the board, say, “Is?” as a way of asking others to provide the answer.

Real-Life Activities

- Have the student indicate that they think of a particular activity, material, food, etc. – “It is” or “It is not” + gesture, facial expression, word from Word Lists/Topics/Keyboard.
- Have the student inform you of what is next on the schedule, “It is” + look at the clock and fill in with a word from Word Lists/Topics or pointing to the classroom/home schedule.
- Have the student volunteer for tasks using “It is” + “I” or pointing to self.
- Have the student indicate who will do a task (e.g., household /school jobs, steps in a science experiment, etc.) – “It is you.” + pointing, or “It is” + names from Word Lists/Keyboard.
- Math problems – use “is” for equals.

Core Word Unit – CAN

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *The Sleepover*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *The Sleepover* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use **"can"** at home by asking permission ("can I...") or describing what they can do ("I can...").

Day 3

1. Talk about how the word **"can"** was used at home.
2. Read the book again.
3. Look for and use the word **"can"** during reading.
4. Student writes their own **"can"** book using photos and describing what they can do.
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another **"can"** book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Make someone a card describing what they can and can not do.
2. Tally and graph **"can"** in texts.
3. Play a game and say "I can go" or "you can go" between turns.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "CAN" this week.

The first book we will be reading is called *The Sleepover*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **CAN** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **CAN**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *The Sleepover*.

→ *Instructor says: We are going to read a new book today. It's called "The Sleepover." While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'can' as we go along.*

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

→ *Instructor says: Oh my goodness! What a cute mouse! His pajamas made me laugh. What else did we notice (continue to provide specific examples)?*

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

→ *Instructor says: That was great! Thanks for reading with me. You noticed some really interesting things. I liked how we saw the word 'can' all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).*

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did here today? Don't forget to show them where you see the word 'can' too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *The Sleepover* again.

→ *Instructor says: Can you believe we are back already? Do you remember reading that 'can' book with me yesterday? Let's do it again! This time, we can use your device to say 'can' whenever that word comes up. Let's find it on your device again - here it is!*

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ *Instructor says: Wow! The word 'can' was in the book so many times! It's perfect that you have that word, 'can,' right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?*

TASK 2: Make a plan for student to use “can” at home tonight. The student could direct family members to engage in some actions. Perhaps they could say “can I go?” or “can you look?” as questions. Perhaps they could say “I can!” and then demonstrate things they can do. Remember, the word “can” could be combined with any tools based on the student needs and skills! Make a plan with your student specifically based on the skills you know they have to combine with the word “can.” You might want to send home a note explaining the activity so that facilitators at home will understand the task.

→ *Instructor says: I'm so glad you shared the book with your family last night. I'd like you to use the word 'can' tonight in a fun way. This is how it works. You can either decide to ask them questions like "can I go?" or ask them to do something, like "can you look?" You might just want to show them some of the cool things you know how to do and say something like "I can!" and show what you can do. Let's practice some right now so we have a good plan for what you'll do tonight. This will be super practice using the word "can" in your device.*

Day 3

Goal: Talk about using the word at home.

→ *Instructor says: Did you find ways to say 'can' when you were playing that game last night? Did it go well? Did you use the examples we did together?*

If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

→ *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'can' all throughout! Excellent! Let's do that now again together.*

TASK 2: Look for and use the word “can” during reading.

TASK 3 Student writes their own ‘can’ book naming things they can do. This is a great confidence booster as well as a good way to start using “can” in phrases! The recurring text could simply be “I can” and then show a depiction of what the student can do (use photos of them jumping, writing, swimming; anything they can do!). You might also give the student an opportunity to describe more thoroughly using “can” and photos. Use a combination of the word ‘can’ from core and other language elements in device (keyboard, my words, my phrases, etc.) to write things such as “I can swim,” or “I can read.” Your level of support in finding these other words will vary based on the student. Remember, our real goal here is use of “can.” If it's too challenging for the student to finish that phrase, you can help fill it in and let them celebrate the success of using “can” to create the phrases!

→ *Instructor says: That was fun. Now I'm excited to help you write your own book using the word 'can'! Let's take a peek at some of your photos and decide which ones you really like. Let's use your photos or ones we can find in these magazines. We can always take a few new fun pictures, too! For example, with this first page, let's take a picture of you cleaning up the book center in the classroom. You could write "I can help."*

TASK 4: Have student plan to read book at home with family.

→ *Instructor says: Great work! It's so much fun to write books, and you've written such a special "can" book here today! I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you'll be able to tell me what page they liked best in your book*

Day 4

Goal: Talk about reading student-created book at home.

- *Instructor says: Hello! I can see you are ready to learn today! I can't wait to hear about your night at home! Did you read your special 'can' book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

- *Instructor says: This book is pretty cool. Let's read it again together. You did such a terrific job!*

TASK 2: Student chooses another 'can' book from library.

- *Instructor says: Now that we've read a book using 'can' and even written your own, let's take a look at some other books that use the word 'can'. Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

- *Instructor says: Wonderful choice! OK. I'll read this part and you read, "can." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! Watch closely for the word "can" to appear!*

TASK 4: Read book again at home.

- *Instructor says: Nice! It was fun to see another book that used the word 'can.' What did you think of the book? Please take this one home to share with you family tonight. You can also show them the one you wrote again, too!*

Note: You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home.

Day 5

Goal: Talk about sharing book at home.

- *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

- *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. **Make a card for someone by writing text using “can” and “can not” (e.g., You can give great hugs, You can not find your keys.). Encourage the student to use words in Core as well as those in Word Lists.**

→ *Instructor says: We are going to make a card today. Who would you like to make a card for now? This will be fun. Let's think of something they can do, and something they can not do. I am going to make a card for my friend Mrs. Smith. I am going to write “You can make yummy lasagna” on the card. I am going to write “You can not fly” on the card, too! This will be a funny card for Mrs. Smith to get in the mail. Now let's work together on a card.*

2. **Tally and graph the number of times “can” is spoken in several of the books available for this activity or those in your own library.**

→ *Instructor says: Remember the last time we took a tally? A tally is a count of something. This will be interesting. Let's count, or take a tally, of how many times the word “can” is in some of your favorite books. You pick the book, and we will tally together. Optionally, you can create a graph to depict results.*

3. **All card/board games**

- Student may indicate desire or ability to play by saying “I can go” or “You can go.”

→ *Instructor says: Let's play a game today! Why don't you pick your favorite. I know you always love Uno - should we do that game? When it is your turn, I want you to say “I can go,” and when it's my turn, you'll say “you can go.” This will be great practice of the word can but also really fun to play! Let's go!*

Additional Extension Activities

Card/Board Games

- Memory Game
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.

Active/Interactive Games

- All games
 - Student may indicate desire or ability to play by saying “I can go” or “You can go.”
- “Can” Safari - affix “can” on post-its around the environment, find all of them.
 - Could make more complex by targeting current and previously targeted core words.
- Dance Party – have one student demonstrate a dance move saying, “I can” or “I can ____” then challenge another student to do it by saying, “Can you?”
- “I Can” – Provide a list or communication board of movements (e.g., hopping, jumping, spinning, running, dressing, etc.) or of people, animals, and objects that can be imitated. Have the student indicate “I can” or “I can not” do the movement/imitation. If the student says they can, have them demonstrate. Regardless of whether the student can or cannot perform the movement or imitation, have them ask, “Can you?”
- I Spy – Have the student say “I can” + pointing to their eyes (if possible) for “I spy” then completing the sentence using Word Lists, Keyboards and Topics on his/her device or a communication board to provide clues.

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes, or poetry containing the word, “can” (e.g., “What Can You Do?” - <http://www.youtube.com/watch?v=7MKmbyfhkkE>, “I Can Run” - <http://www.youtube.com/watch?v=QKn5H1cekyo>, “I Believe I Can Fly.”) listen and then have the student say the word when it is produced, extend by playing with a group of students in which everyone says “can.”

- Locate pages regarding famous people or people doing activities. Have the student say, “Can” + fill in an action using gestures, demonstration, word from Word Lists/Keyboard, point to something in Topics.
- Use online bulletin boards to create boards of things starting with “I/you/ ___ can...”
- Watch online videos stopping them just before an important action (e.g., a horse crossing the finish line, a person doing the high jump, someone diving). Have the student predict whether the person/animal “can” or “can not” complete the task.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate a book about a person/object/animal (e.g., A horse, A chair, Marty) - begin each page with “I/you/it can...”
- Make a book contrasting “can” with other verbs in Core by keeping the same subject and changing the verb (e.g., The dog can..., The dog is, The dog wants, The dog likes, The dog stops, or Jim can..., Jim is..., Jim wants..., Jim likes..., Jim stops)
- Provide a digital image or video that is funny or interesting that could be captioned by “can” in a sentence (e.g., He can sneeze loudly, She can fall asleep anywhere).

Books/Magazines/Word Activities

- Look through texts to find the word, “is.”
- Go through the alphabet making words that rhyme with “is,” decide whether they are real words or not (respond with “is” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with is” board – fizz, his, quiz, says (depending on region of the country) and whiz.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “can” as one of their words
 - Increase complexity by providing “can” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story (e.g., “The bird can ____, Can he ____?”) by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “is” throughout.
 - Create similar stories using “not” and previously targeted words.

Math

- Tally and graph production of “can” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Have the student predict whether the person “can” or “can not” do a task or complete it in X time. Tally whether the person could or could not do the task.

Role Play

- Chef – Have the student state, “I can ____” and “You can ____.” (e.g., I can stir. You can cut.)
 - Incorporate use of “not” to increase complexity.
- Restaurant/Mealtime – have the student play server and ask them if he/she will get you additional foods, napkins, etc. to which he/she answers - “I can.”
- Doctor/Vet – Have the student state, “I can ____” and “You can ____.” (e.g., I can bandage. You can give the shot.)
 - Incorporate use of “not” to increase complexity.
- Mad Scientist – Have the student state, “I can ____” and “You can ____.” (e.g., I can pour. You can mix.)
 - Incorporate use of “not” to increase complexity.
- Instructor – Have the student give directions to other students, “You can ____.” (e.g., You can pass out the papers.)
 - Incorporate use of “not” to increase complexity.
- News – Have the student interview others asking, “Can you ____?” or be interviewed answering, “I can” or “I can not.”

Real-Life Activities

- Have the student ask permission as appropriate, “Can I?”
- Have the student assert a person’s ability or inability to complete a task during book reading – “Can”, “Can not.”

Core Word Unit – DO

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *Little Brother*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *Little Brother* again.
2. Both students and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use "do" at home with a list of actions for the parent. They might say "do it" or build sentences that are more complex, based on level.

Day 3

1. Talk about how the word "do" was used at home.
2. Read the book again.
3. Look for and use the word "do" during reading.
4. Student writes their own "do" book using photos and describing what is happening in the photo, and using "do" in follow up. For example, "cat likes to sleep. I do too!" Remember goal is just the word "do."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "do" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Go Fish using "do" ("Do you..." "I do.")
2. Find word "do" on post it notes around classroom.
3. I Spy – Take turns asking, "Do you" + "see" by pointing to eyes then.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "DO" this week.

The first book we will be reading is called *Little Brother*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word DO this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word DO. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *The Little Brother*

→ Instructor says: We are going to read a new book today. It's called "**Little Brother.**" While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'do' as we go along.

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

→ Instructor says: Ha! This book makes me laugh. That little brother sure wants to do things himself. Did you see the water in the bowl spilling? Oh no! What else did we notice? (Continue to provide specific examples.)

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

→ Instructor says: That was great! Thanks for reading with me. You noticed some really interesting things. I liked how we saw the word 'do' all throughout the book too. Here's where that word is found in your device (you should navigate there to show them). I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did here today? Don't forget to show them where you see the word 'do' too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *The Little Brother* again.

→ Instructor says: Do you feel ready to learn? Do you remember reading that 'do' book with me yesterday? Let's do it again! This time, we can use your device to say 'do' whenever that word comes up. Let's find it on your device again- here it is!

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ Instructor says: Wow! The word 'do' was in the book so many times! It's perfect that you have that word, "do," right there, ready to use. You can use it in so many ways. Let's flip back through the book and decide which of these pictures we both really like. We can use your device to tell each other. Ready?

TASK 2: Make a plan for student to use use “do” at home tonight. You might decide the student would best be served by using “do” in simple statements for family members such as “Do it!” when they want their communication partner to turn on some music or make a goofy face. You might consider that your student would benefit most from creating “do” questions for family members such as “do you know?” while reading a book. Remember, the word “do” could be combined with any tools based on the student needs and skills! Make a plan with your student specifically based on skills you know they have to combine with the word “do.” You might want to send home a note explaining the activity so that facilitators at home will understand the task.

→ *Instructor says: I'm so glad you shared the book with your family last night. I'd like you to use the word 'do' tonight in a fun way. This is how it works. We are going to make a list of funny things that your family members might do. Maybe we could say dance, or sing, or make a silly face. When you show them the card with the action, I want you to say "Do it!" to get them started. It will be very funny. Let's practice some right now so we have a good plan for what you'll do tonight. This will be a fun way to practice using the word "do" in your device.*

Day 3

Goal: Talk about using the word at home.

→ *Instructor says: Did you find ways to say 'do' when you were playing that game last night? Did it go well? Did you use the examples we did together?*

Note: If your student needs help at this point finding the vocabulary to answer your question, open up Quickfires.

TASK 1: Read the book again.

→ *Instructor says: Let's read this book one more time. You are getting to know the book so well now and it's getting even easier for you to read it and find the word 'do' all throughout! Excellent! Let's do that now again together.*

TASK 2: Look for and use the word “do” during reading.

TASK 3: Student writes their own exciting and engaging ‘do’ book naming people or animals. Find photos in magazines, your personal catalog, or take new ones of people or animals where you can think of appropriate text to describe the photo. As the facilitator, you will primarily write the first line. Perhaps there is a picture of a cat sleeping. The text would be “Cat likes to sleep.” Then the student is responsible for creating the recurring line, “I do too!” Students in this activity will have varied levels of involvement in creating the initial description of the photos based on their skills. Remember, our real goal here is use of “do.”

→ *Instructor says: That was fun. Now I'm excited to help you write your own book using the word 'do'! Let's take a peek at some of your photos and decide which ones you really like. Let's use your photos or ones we can find in these magazines. We can always take a few new fun pictures, too! For example, with this first page, let's take a picture of your friend John reading a book. You could write "John reads books" on top, and "I do too!"*

TASK 4: Have student plan to read book at home with family.

→ *Instructor says: Great work! It's so much fun to write books, and you've written such a special "do" book here today! I know your family will like it too. Please take this home and read it to them tonight. When you come in tomorrow, you'll be able to tell me what page they liked best in your book.*

Day 4

Goal: Talk about reading student-created book at home.

→ *Instructor says: Hello! I can see you are ready to learn today! I can't wait to hear about your night at home! Did you read your special 'do' book to your family? What did they think of it? What page was their favorite?*

TASK 1: Read the book again together.

→ *Instructor says: This book is pretty cool. Let's read it again together. You did such a terrific job!*

TASK 2: Student chooses another "do" book from library.

→ *Instructor says: Now that we've read a book using 'do' and even written your own, let's take a look at some other books that use the word 'do.' Pick one of these that looks interesting to you, and we'll read it just like we did with the other books.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

→ *Instructor says: Wonderful choice! OK. I'll read this part and you read, "do." Remember that first book, and how we would notice things as we read the book? Let's explore this one together in the same way. Tell me what you notice and I'll do the same thing! Watch closely for the word "do" to appear!*

TASK 4: Read book again at home.

→ *Instructor says: Super! It was fun to see another book that used the word 'do'. What did you think of the book? Please take this one home to share with your family tonight. You can also show them the one you wrote again, too!*

Note: You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home.

Day 5

Goal: Talk about sharing book at home.

→ *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. That's super!*

TASK 1: Read book from Day 4 again.

→ *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities

We have a list below of three "Supplemental Activities." Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. Go Fish

- Answer “I do” in response to “Who has ____.”
- Ask “Do you” + fill in request.

→ *Instructor says: We are going to play Go Fish while we practice using the word “do” at the same time. When it’s time to ask for a card, you’ll start with “do you” and then finish that statement about the card color you need. If you have a card that another player is looking for, you’ll say “I do!” and give them the card. We can have so much fun practicing your word at the same time as playing a cool game!*

2. “Do” Safari - affix “do” on post-its around the environment. Find all of them.

- Could make more complex by targeting current and previously targeted core words.

→ *Instructor says: Let’s do another safari hunt around the room! I have little notes with words hidden all over. Don’t get tricked by another one of your words. They are all written on the paper - you are only looking for paper notes that say “do” today!*

3. I Spy – Take turns asking, “Do you” + “see” by pointing to eyes then completing the sentence using Word Lists, Keyboards and Topics on his/her device or a communication board to provide clues and responding, “I do” or “I do not.”

→ *Instructor says: Let’s play a game today! Why don’t you pick your favorite. I know you always love Uno - should we do that game? When it is your turn, I want you to say “I can go,” and when it’s my turn, you’ll say “you can go.” This will be great practice of the word can but also really fun to play! Let’s go!*

Additional Extension Activities

Card/Board Games

- All card/board games
 - Student may indicate whether they or another have a requested item as well as whether they or another want to participate in response to “Who wants to...” by saying “I do/do not” or “You do/do not.”
 - Student may invite others to play and offer needed materials – “Do you want? + “it”/gesture/word from Word Lists, etc.
 - Student may ask others what they think of the game – “Do you like it?”
- Memory Game
 - Including only the targeted word and foils.
 - Make more complex by adding previously targeted words as foils.

Active/Interactive Games

- All games
 - Student may indicate whether they or another has a requested item as well as whether he or another want to participate in response to “Who wants to...” by saying “I do/do not” or “You do/do not.”
 - Student may invite others to play and offer needed materials – “Do you want? + “it”/gesture/word from Word Lists, etc.
 - Student may ask others what they think of the game – “Do you like it?”

Internet-based Activities

- Image search for target word.
- Search for songs, rhymes, or poetry containing the word, “don” (e.g., “What Can You Do?” <http://www.youtube.com/watch?v=7MKmbyfhkkE>, “I Do Love You”) listen and then have the student say the word when it is produced, extend by playing with a group of students in which everyone says “do.”
- Use online bulletin boards to create boards of things starting with “I/you/ ___ do...” or “I/you/ ___ do not...”

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate a book about a person/object/animal (e.g., A horse, A chair, Marty.) Begin each page with “I/you do/ do not...” (e.g., Horse – You do run, You do not sit.)
- Make a book contrasting “do” with other verbs in Core by keeping the same subject and changing the verb (e.g., I/you do..., I/you can..., I/you want, I/you like, I/you stop.)
- Make a card for someone by writing text using “do” and “do not” (e.g., You do tuck me in at night, You do not give me coal.). Encourage the student to use words in Core as well as those in Word Lists.
- Make a “What do you do?” book of occupations with images. Have the student read the question by saying, “Do” or “You do?”. Answer the question, then end with, “That is what I do.” which the student can read as, “I do.”
- Make a book on which each page asks, “What do you do when...” (e.g., you fall down? ...you break something?) Have the student read the question by saying, “Do” or “You do?” Answer the question then end with, “That is what I do.” which the student can read as, “I do.”

Books/Magazines/Word Activities

- Look through texts to find the word, “do.”
- Go through the alphabet-making words that rhyme with “do,” decide whether they are real words or not (respond with “is” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with is” board – blew, blue, boo, chew, clue, coo, dew, doo, drew, due, ewe, few, flew, flu, glue, goo, grew, hue, knew, moo, new, pew, screw, shoe, stew, too, true, two, view, who, you and zoo.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “do” as one of their words.
 - Increase complexity by providing “do” and/or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story (e.g., “The bird can ____, Can he ____?”) by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “is” throughout.
 - Create similar stories using “not” and previously targeted words.

Math

- Tally and graph production of “can” for several people or in several activities and compare who said it more or when it was said more.
 - Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times “do” is spoken in several of the books available for this activity or those in your own library.
- Do a poll of others in the environment whether they do or do not want/like/___ (e.g., like certain foods, want to go on vacation, play sports, have a sister, etc.). Have the student tally the results in a “do” and “do not” column.

Role Play

- Restaurant/Mealtime – take turns playing server and customer asking, “Do you want” (e.g., point to a food), and responding, “I do” or “I do not.”
- Wedding – Play wedding. Take turns playing the officiant or the bride/groom saying, “Do you?” and “I do.”
- Instructor – Have the student give directions to other students, “You do it/ ____.” (e.g., You do pass out the papers.).
– Incorporate use of “not” to increase complexity.
- News – Have the student interview others asking, “Do you want/like/ ____?” or be interviewed answering, “I do” or “I do not.”
- Arguing – Pretend to argue saying, “I do” or “I do not,” “You do.” or “You do not.”

Real-Life Activities

- Have the student ask for items, “Do you?”
- Have the student assert whether a person possessed or does not possess a characteristic during book reading – “Do”, “Do not”
- Have the student assert whether they or others possesses or does not possess a characteristic– “Do”, “Do not.”
- Student may invite others to participate in activities and offer needed materials – “Do you want? + “it”/gesture/word from Word Lists, etc.
- Student may ask others what they think of activities and items – “Do you like it?”

Core Word Unit – LIKE

Overview

The following lesson will help you present the activities to your student. Feel free to modify these in any way to best meet your learner's needs. As you become more familiar with these lessons, you may want to try out the Overview version below of this lesson for a quick and easy reminder of what to do without the extended explanations or suggested dialogue.

Let's get started!

Day 1

1. Read the book *Mothers and Babies*.
2. Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. Instructor points out what they notice about the book.
3. Prepare student to take book home and share with family.

Day 2

1. Read the book *Mothers and Babies* again.
2. Both student and instructor find the word (using device) and point it out throughout book.
3. Make a plan for student to use 'like' at home by describing favorite thing at home or meal time food.

Day 3

1. Talk about how the word **"like"** was used at home.
2. Read the book again.
3. Look for and use the word **"like"** during reading.
4. Student writes their own **"like"** book using photos and describing "I like..."
5. Have student plan to read book at home with family.

Day 4

1. Talk about reading student-created book at home.
2. Read the book again together.
3. Student chooses another "like" book from library.
4. Repeat directions from Day 1 to do picture walk and notice; use word in book.
5. Read book again at home.

Day 5

1. Talk about sharing book at home.
2. Read book from Day 4 again.
3. Follow up with instructor selecting 2 of the Supplemental Activities.

Supplemental Activities:

1. Search for 'like' in books, songs, online, etc.
2. Make a card for someone comparing them (e.g., you are like a cookie because you are sweet).
3. Survey/Poll of what friends like.

Additional Extension Activities

Parent Letter

Dear Parents,

As you know, your child is learning how to use the Core on his/her Compass. It's an exciting time! Once they can use Core, the possibilities are endless for the things they will be able to say with their Compass. The Core is set up with a first set of 12 words that have lessons for introduction. Each word comes with a set of books and suggested lessons for both home and school.

I'm sending this letter to let you know that we are working on the Core word "Like" this week.

The first book we will be reading is called *Mothers and Babies*. Your child will have this book at home this week and I hope you'll have time to read it together. One strategy we use at school that you might find helpful at home, too is to do a "Picture Walk" through the pages. The idea of this activity is to create a rich language experience that feels important to your child and allows them to connect with the pictures in the book relative to things they already know. As you open the pages of the book, just encourage them to "notice" things in the pictures. You might point something out, for example, "that silly bird is sitting on the fire hydrant!" or "look at that dog! He looks just like our dog!" You don't have to expect your child to repeat you, or make contributions to this talk in the beginning. You are providing a model for them to do this as they develop literacy and language skills! As appropriate, encourage your child to find and read/say the target word using their Compass.

We have a few other home practice ideas planned for this week including the following:

- 1.
- 2.
- 3.

Your child will have the chance to create a book at school using the target word **LIKE** this week. Watch for that to come home, and provide your enthusiastic feedback and opportunity to read with your child!

Finally, you'll find attached a list of Supplemental Activities that would be supportive of your child learning how to use the Core word **LIKE**. The more you can practice at home, the better! I'm looking forward to hearing more about the fun you have working with this new word!

Sincerely,

Complete

Day 1

Goal: Read the book *Mothers and Babies*.

→ Instructor says: We are going to read a new book today. It's called "**Mothers and Babies**." While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'like' as we go along.

TASK 1: Go through the book doing a "picture walk" to notice things. Whatever they notice, we value. They might notice something about an illustration or about something in the text. They might point to something and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start dialogue.

→ Instructor says: Wow, yes! I noticed that too! How cool. You know what else I noticed? I saw my favorite animal... (you might decide to go on!).

TASK 2: Instructor points out what they notice about the book.

TASK 3: Prepare student to take book home and share with family.

→ Instructor says: That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word "**like**" all throughout the book too. Here's where that word is found in your device (you should navigate there to show them).

I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today. Don't forget to show them where you see the word "**like**" too. Bring it back tomorrow and we can talk about it some more.

Day 2

Goal: Read the book *Mothers and Babies* again.

→ Instructor says: Did you have fun sharing the book *Mothers and Babies* at home last night? I loved reading it with you yesterday and have been excited to give it another look today! Let's read it together again, and this time, whenever we see the word 'like,' let's find it on your device to say it! Ready? Let's go!

TASK 1: Both student and instructor find the word (using device) and point it out throughout book.

→ Instructor says: Great! That was awesome. I like how the authors used the word 'like' so many times. It's cool that we have that word 'like' on your device right there. You can use it all the time, too! Let's go back in the book and you can tell me which pictures you 'like' best using that word!

TASK 2: Make a plan for student to use "**like**" at home by taking a walk around the house or outside with their parent telling the parent what they "**like**" to do this weekend.

→ Instructor says: Cool. That was fun! I know I use the word 'like' all the time. I talk about things I 'like' all the time. For example, I 'like' that book. I 'like' you, too! I have an idea. Why don't you use that word on your device tonight to tell your family what you 'like' to do after school or this weekend, or maybe about what you 'like' in your house? I bet you will think of so many things you 'like'. We can practice here - what do you 'like' at school?

Day 3

Goal: Talk about using the word at home.

- *Instructor says: Did you tell your family about something you “like” last night? Do you remember what you said? Tell me! I was thinking about things I ‘like’, too. (Of course, fill in your own examples here, e.g., I really like Duncan, my dog. I also ‘like’ broccoli). What do you ‘like’?*

TASK 1: You can assist your student in responding to this by opening various tools in the device. Maybe you can go to “Mom” in Quickfires, or to some favorite items in the “About Me” page.

- *Instructor says: Ok, that was fun! Let’s read the book again to remember what it was about. You are really good at finding the word ‘like’ in it, let’s do that again!*

TASK 2: Read the book again.

TASK 3: Look for and use the word “like” during reading.

TASK 4: Student writes their own “like” book using photos and describing people they like. Import pictures from the student’s life. Each page has carrier phrase (“I like” or “I like my” and student fills in).

- *Instructor says: Great! I ‘like’ that book. Now I have a fun idea! Let’s write a book about the things you ‘like.’ We can write “I like” on every page, and then fill in what it is that you like. We can find the perfect pictures for each page, too. Let’s start with what you told me from last night. You said you like (fill in specific...e.g., cats). “I like cats” is a nice first page! What should we write next?*

TASK 5: Have student plan to read book at home with family.

- *Instructor says: You must feel proud. You’ve worked hard on this book. I ‘like’ it very much. I bet your family will ‘like’ it too. Let’s practice reading it together so you can read it to them tonight. Remember, you’ll say all the ‘like’ words you see in the book.*

Later in the day, you can use extension activities, e.g., other books, Internet search, post-it notes with ‘like’ around classroom, Go Fish for word only, Match and Memory games, with this student or including other students in the class to reinforce the rote production of the word.

Day 4

Goal: Talk about reading student-created book at home.

→ *Instructor says: I'm so glad you are here! I was thinking about your book this morning and just could not wait to hear about you sharing it with your family. The must have loved it! Did they say they 'like' your story? Can we read it again together please?*

TASK 1: Read the book again together.

→ *Instructor says: Wow. It's really a nice book. I like the page with (give specific example).*

TASK 2: Student chooses another “like” book from library.

→ *Instructor says: Now that we've read **Mothers and Babies** a few times, I think it would be fun to pick a new book that uses the word “like” in it. Pick one of these, and we can read it together just like we've done with the others.*

TASK 3: Repeat directions from Day 1 to do picture walk and notice; use word in book.

→ *Instructor says: Great pick! I'll read this part and you read 'like' when you see it. Remember how we want to notice things in the book? Let's do that again just like before. I hope we can find 'like' a lot in the book!*

TASK 4: Read book again at home.

→ *Instructor says: We sure noticed a lot! Please take this one home to read to your family tonight. Would you like to take the book you wrote home again, too?*

You might find it appropriate to assign a Supplemental Activity or Additional Extension Activity from below for practice at home, too.

Day 5

Goal: Talk about sharing book at home.

→ *Instructor says: Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!*

TASK 1: Read book from Day 4 again.

→ *Instructor says: Let's read it again, or if you want, we can pick a new one! You decide!*

TASK 2: Follow up with instructor selecting two of the Supplemental Activities.

We have a list below of three “Supplemental Activities.” Use these in which ever order makes the most sense for your student. Encourage these to be done at home or in other classes as well. After the Supplemental Activities you'll see a list of Additional Extension Activities. This list is not exhaustive, just a start to get the wheels turning for you to develop appropriate extension activities for your student. Have fun!

Supplemental Activities

1. Activities focusing on “like” as a preposition are in red.

Respond to supplemental activities by producing “like” on the device sometimes followed by or paired with:

- Specify person, object or activity by pointing, eye gaze, gesture, word approximation or word from Word List on device
- Question – facial expression
- Negation – shaking head or saying “no” + like

Using books or online, search for songs, rhymes or poetry containing the word, “like”, listen, have the student say the word when it is produced in the song/rhyme along with the singer/speaker, extend by playing with a group of students in which everyone says “like” along with the singer/speaker and/or when they more an action.

→ *Instructor says: We are going to look for the word ‘like’ in some of your favorite books. Why don’t you go to the shelf and pick 3 books you really ‘like’ to read? We will read them and look for the word.*

2. Make a card for someone comparing them (e.g., You are like a flower because you smell good)

→ *Instructor says: This will be fun! Remember how we learned that ‘like’ can be used to talk about things that are similar or almost the same in a way? Let’s make a card for someone (you pick!) and compare them to things. For example we could write to your Mom “You are ‘like’ cookies because you are sweet.”*

Opinion poll, e.g., Which do you like more - ___ or ___?.. Student tallies results and reports the findings.

→ *Instructor says: I’m excited to do this one. Let’s start a survey. Do you know what a survey is, or have you ever done one? A survey is a way to keep track of how many people feel one way or another about something. We could take a survey about anything that is interesting to us. Would you like to make a survey about favorite recess activity? Let’s ask your friends what they like more: the slide, or the swings. We can keep track of what each person ‘likes’ best. Let’s write it down on paper and then we can ask friends which they ‘like’ best.*

Additional Extension Activities

Card Games

Student need only say “more” and previously targeted words – “go”, “want” during these activities.

- Match and Memory

Active/Interactive Games

- “Like” Safari - affix “like” on post-its around the environment, find all of them
 - Could make more complex by targeting current and previously targeted core words
- Dance Party – have the students tell each other they “like” their dance moves
 - Make more complex by having student say, “go”, to start music in the first place, and “stop” to pause it
- “Like” Silly Faces – The student tells the group to “go” to do a silly face, everyone looks at each other’s silly face and comments that they “like” it or shakes head if they don’t, the student then calls out to do “more” and everyone does another silly face, etc.
- Mirror – Have one student be it and the others be the mirror. It makes a face or does an action which the others must imitate. One student indicates who is most “like” it.

Internet-based Activities

- Image search for target word.
- If an electronic pin board is available, make an “I like”, “I like to”, “You like” board using appropriate search criteria section (e.g., toys, music, cars, things for a party.)
 - If you make them for different people, compare them. Discuss what you both like.
 - Increase complexity by making a “like more” board so that both core words targeted thus far are used.
- Go Internet shopping and add things the individual or someone they care about “likes” and “wants” to a cart. You don’t need to purchase anything.
- Use photo galleries for topics of interest to the student (anything from BMX bikes to animals to art) have the student tell you whether they “like” the image or not.
- Use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) and have the student indicate that they “like” what they built
 - Use “more” for them to indicate if they want more options, “go” to go to different options and “stop” to stop the activity.
- If an electronic pin board is available, make a “Things like ____” boards using appropriate search criteria section (e.g., big things, red things, soft things, tall things, or animals in a zoo.)
- Have students use “Build/design your own” sites (e.g., <http://www.buildyourwildself.com/>, <http://switchzoo.com/zoo.htm>, <http://www.guzer.com/games/createaride.php>, car manufacturers,) then compare results noting whose picture is “like” someone else’s in various respects
- On Sesame Street’s website (<http://www.sesamestreet.org/home>), type in “One of These Things” in the search box and view one of the videos. Have the student say “like” when the song does. Have him/her identify which items are “like” or not.

Paper-based or BMS, Word, PowerPoint Activities

- Write/illustrate “like” books (e.g., what I like, what you like.)
- Make a card for someone describing what you “like” about them.
- Provide a digital image or video that is funny or interesting that could be captioned by “like” on its own or in a sentence (e.g., search “best friends” or specific scenarios such as “people hugging puppies.” <http://kids.nationalgeographic.com/kids/activities/photofillins/>, <http://kids.nationalgeographic.com/kids/activities/cartoons/>)
- Increase complexity by having the student fill in sentences that include “like” and previously targeted words.
- Write/illustrate “like” books (e.g., ____ is like ____.)
- Set up your own “One of These Things” (referencing Sesame Street) activities – three items alike and one different. Have the student identify which items are “like” or not (shake head.)

Books/Magazines/Word Activities

- Look for “like” in texts around the classroom and others available.
- Go through the alphabet making words that rhyme with “like”, decide whether they are real words or not (respond with “want” or “not”/head shake). Extend this activity by finding images for real words and make a “rhymes with more” board – bike, hike, mic (as in microphone) strike and trike.
- “Make a Sentence” (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets “like” as one of their words.
 - Increase complexity by providing “like” or another previously targeted word for semantic contrast.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story entitled (e.g.,) “He likes noodles” or “Showing you like someone” by pointing to random items around the room, in Word Lists, etc. Read the story together with the student producing “like” throughout.
 - Create similar stories using “stop” and previously targeted words.

- "Make a Sentence" (<http://fun.familyeducation.com/imaginative-play/parts-of-speech/51205.html?detoured=1>) in which every player gets "like" as one of their words and must fill in the end correctly.
- Silly fill-in-the-blank stories – Ask the student to fill in the blanks of a story filled with comparisons (e.g., the water in the tub was like ____, my friend's skin was like ____). Read the story together with the student producing "like" throughout.

Math/Science

- Tally and graph production of "like" for several people or in several activities and compare who said it more or when it was said more. Compare these to graphs created for previously targeted words or have student listen for more than one previously targeted word in the same situation.
- Tally and graph the number of times "like" is spoken in several of the books available for this activity or those in your own library.
- Put out objects and have the student indicate if they are alike ("like") or not (head shake) in number, shape, texture, size, etc.

Role Play

- Restaurant/Mealtime – have the student play server and ask people if they want "like."
- Use YouTube videos from popular television shows (e.g., American Idol, Top Chef, decorating shows) and have students be the judges – have students indicate that they like a performance by saying "like" or show that they don't like it by saying, "stop."
- Use YouTube videos from popular television and have student judges indicate who a singer sounds like (e.g., Elvis, a duck) or what a food tastes like (e.g., candy, grass, etc.) – The answers might be serious or silly depending on the student and how you set up the activity.

Real-Life Activities

- Do an activity the student likes or tolerates for short periods (something with lots of stops and starts.) Have him/her tell you to continue by producing, "like" and stop by producing "stop."
- Have the student offer materials/snack to other students asking if they want "like."
- Have the student indicate that they want "like" materials/snacks.
- Read to the student and stop in the middle so that the student can request "like."
- Turn the television off "by accident" so that the student can request "like."
- Have students compare similarities in number, quality, size, and/or content throughout the day using "like" and a head shake + "like" for "not like."
- Using sculpting clay, make a form and have the student indicate what it looks like. This could also be done with clouds in the sky, patterns in tiles on the floor or art materials that you disperse randomly on a table.