

Core Word Lessons - Set 1

Word: Go

Book: Where Did You Go?



Boardmaker®
Core First® Learning

Day 1

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

Task 1 - Introduce the word 'go' and the book title.

- **Instructor says:** "We are going to read a new book today. It's called **Where Did You Go?** 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 '**go**' as we go along."

Task 2 - Do a picture walk with the book.

- Go through the book doing a picture walk to notice things. Whatever they notice, we value. They might notice something about an illustration or 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 a dialogue.
- **Instructor says:** "Yes! I noticed that, too. I also notice ____." (Continue to provide specific examples.)

Task 3 - Point out what you notice about the book.

- Sitting close to your student with the book open, make some observations and connections for the student. You might point out an illustration that reminds you of something else, or text that looks interesting. Point out your genuine connections and thoughts as you go along.

Task 4 - Prepare the student to take the book home and share it 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 found in your device." (You should navigate there to show them.)
- **Instructor says:** "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 '**go**,' too. Bring it back tomorrow and we can talk about it some more."

Word: Go / Book: Where Did You Go?

Day 2

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

Task 1 - Read the book **Where Did You Go?** again and find the word 'go'.

- **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!"*
- **Instructor says:** *"Wow! The word 'go' was in the book so many times! It's perfect 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 to use the word 'go' at home tonight.

- Make a plan for the student to use 'go' at home. You may want to suggest that the student takes a walk around the house or outside with their parent, telling the parent when to go and stop. Make a plan with your student that is specifically based on the skills you know they have to combine with the word 'go.' 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. 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 say, 'Go!' again! Let's practice it here with me!"*

Day 3

Goal: Talk about using the word 'go' at home.

Task 1 - Talk about using the word 'go' at home the night before.

- **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 finding the vocabulary to answer your question, open Quickfires.

Task 2 - Read the book with the student again and use the device to find the word 'go.'

- **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 3 - Have the student create their own book.

- Have the student write a book using the word 'go.'
- If using Boardmaker Instructional Solutions version, see Program Overview for more information on the different levels of Writing Support provided.
- **Instructor says:** *"That was fun! Now I'm excited to help you write your own book using the word 'go.'" (Customize this example with ideas that are motivating and exciting for your student.)*

Task 4 - Have the student plan to read their 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 out loud and you can read along using the voice in your head? If you want to, you can use your device to say 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."*

Word: Go / Book: Where Did You Go?

Day 4

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

Task 1 - Talk about sharing the student-created book at home the night before.

- **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 'go' book to your family? What did they think of it? What page was their favorite?"*

Task 2 - Read the book with the student again.

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

Task 3 - Have the student select another 'go' book from the 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 with the other books. Your choices are **Go! Go! Go!** and **Going Out.**"*

Task 4 - Repeat directions from Day 1; do a picture walk, and locate and use the word 'go' in the book.

- **Instructor says:** *"Wonderful choice! OK. I'll read this part, and you read the word '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! Watch closely for the word 'go' to appear!"*

Task 5 - Have the student plan to read the book at home with family.

- **Instructor says:** *"Nice! 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 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 for practice at home. See the list of Extension Activities that follow the lesson plan for Day 5.

Word: Go / Book: Where Did You Go?

Day 5

Goal: Talk about sharing the book at home.

Task 1 - Talk about sharing the book at home the night before.

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

Task 2 - Read the book from Day 4 with the student again.

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

Extension Activities

Here is a list of potential supplemental activities to allow the student to have more practice using the word **'go.'** This list is not exhaustive but is just a start to get the wheels turning to help you develop appropriate extension activities for your student. Have fun!

- **Printable activities:** Additional extension activities are available in Core First Learning for Boardmaker Online.
- **Play Stop/Go (Red Light/Green Light):** Two students stand with their backs to the others and call out commands until one student moves close enough to touch them. Switch the command from 'red light' to 'stop' and from 'green light' to **'go.'** The student using Core First will give the 'go' command.
- **Tally and graph production of 'go':** Gather counts for several people or in several activities and compare who said **'go'** more or when it was said more.
 - Compare these to graphs created for previously-targeted words or have the student listen for more than one previously-targeted word in the same situation.

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