

# Core Word Lessons - Set 1

## Word: It

## Book: The Apple.



Boardmaker®  
Core First® Learning

### Day 1

Goal: Read the book **The Apple**

#### Task 1 - Introduce the word 'it' and the book title.

- **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 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:** "This book makes me hungry for an apple! What else did we 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:** "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.)
- **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 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."

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## Day 2

Goal: Read the book *The Apple* again.

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### Task 1 - Read the book *The Apple* again and find the word 'it'.

- **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!"*
- **Instructor says:** *"Wow! 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 do 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 'it' at home tonight.

- Make a plan for the student to use 'it' at home tonight. It might be best for the student to use the word 'it' in simple statements for family members. For example, the student could say, "Do it!" when they want their communication

partner to turn on some music or make a goofy face. Or, you might decide that your student would benefit most from creating 'it' statements such as "It is green." while gesturing to the grass or "It is big." while pointing to a tractor. You are the expert in determining the most appropriate extension of this activity for home practice.

- **Instructor says:** *"I'm so proud of you for sharing the book with your 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 you could ask them to 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!"* (Once you decide what type of practice would be best for your student, you can customize these instructions to work with the tasks you select.)

## Day 3

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

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

- **Instructor says:** *"Did you find ways to say 'it' 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 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 'it'.

- **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! 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 'is.'
- 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 'it.'"* (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 made it look easy! It's so much fun to write books, and you've written such a special 'it' 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."*

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## Day 4

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

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

- **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 2 - Read the book with the student again.

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

### Task 3 - Have the student select another 'it' book from the 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. Your choices are **Easy and Hard** and **What Is It?**"*

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

- **Instructor says:** *"Wonderful choice! OK. I'll read this part, and you read the word '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 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 'it.' 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.

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## Day 5

Goal: Talk about sharing the book at home.

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### 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 **'it.'** 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:** There are Flashcards and a Bingo game that can be printed in order to play.
- **Play 'I Spy':** Have the student respond to someone else's 'I Spy' description by using the device to say 'it,' by pointing to their eyes then pointing to their guess, by eye pointing, or by using Word Lists or Keyboards.
- **Tally and graph production of 'it':** Gather counts 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 the student listen for more than one previously-targeted word in the same situation.

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