

Core Word Lessons - Set 1

Word: Like

Book: Mothers and Babies



Boardmaker[®]
Core First[®] Learning

Day 1

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

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

- **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 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:** "Wow, yes! I noticed that too! How cool. You know what else I noticed? I saw my favorite animal ____" (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:** "Fun! Thanks for reading with me. 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.)
- **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 'like,' too. Bring it back tomorrow and we can talk about it some more."

Word: Like / Book: Mothers and Babies

Day 2

Goal: Read the book Mothers and Babies again.

Task 1 - Read the book Mothers and Babies again and find the word 'like'.

- **Instructor says:** "It is great to see you today! Do you remember reading that 'like' book with me yesterday? Let's do it again! This time, we can use your device to say 'like' whenever that word comes up. Let's find it on your device again - here it is!"
- **Instructor says:** "Wow! The word 'like' was in the book so many times! It's perfect that you have that word 'like' 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 'like' at home tonight.

- Make a plan for the student to use 'like' at home by taking a walk around the house or outside with their parent telling the parent what they would 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 'like' at home.

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

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

- **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 'like' 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 'like.'
- If using Boardmaker Instructional Solutions version, see Program Overview for more information on the different levels of Writing Support provided.
- **Instructor says:** "TGreat! I 'like' that book. Now I have a fun idea! Let's write a book about the things you 'like.'" (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 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."

Word: Like / Book: Mothers and Babies

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:** *"I can't wait to hear about your night at home! Did you read your special 'like' 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:** *"Wow. It's really a nice book. I like the page with _____."* (Give a specific example here.)

Task 3 - Have the student select another 'like' book from the 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 'you.' Pick one of these, and we can read it together just like we've done with the others. Your choices are **A Dog's Life** and **I Like Food**."*

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

- **Instructor says:** *"Super-duper choice! OK. I'll read this part and you read the word 'like.' 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 'like' to appear!"*

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

- **Instructor says:** *"Wow! It was fun to see another book that used the word 'like.' 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: Like / Book: Mothers and Babies

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. Wonderful!"*

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

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

Extension Activities

Here is a list of potential supplemental activities to allow the student to have more practice using the word 'I.' 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 'I Spy':** Have the student respond to someone else's 'I Spy' description by using the device to say 'like,' 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 'like':** 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.

Visit boardmakeronline.com to learn more.

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