

Core Word Lessons - Set 1

Word: Not

Book: Not from Here



Boardmaker®
Core First® Learning

Day 1

Goal: Read the book **Not from Here**

Task 1 - Introduce the word 'not' and the book title.

- **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 '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:** "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:** "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.)
- **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 'not,' too. Bring it back tomorrow and we can talk about it some more."

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Day 2

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

Task 1 - Read the book *Not from Here* again and find the word 'more' in the book.

- **Instructor says:** *"Did you have fun sharing the book **Not from Here** 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 whenever we see the word 'more,' let's find it on your device to say it! Ready? Let's go!"*
- **Instructor says:** *"Great! That was awesome. I like how the authors used the word 'more' so many times. There was more and more snow each day! It's perfect that we have that word 'more' on your device right there. You can use it all the time, too!"*

Task 2 - Make a plan to use the word 'not' at home tonight.

- Make a plan for the student to use 'not' at home. The student could plan to say, "I'm not wearing ____." while getting dressed, or talk about weather by saying, "It's not sunny," "It's not windy," or "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 about how you could use the word 'not' at home tonight? Let's practice a few of your ideas right now! I like your ideas!"*

Day 3

Goal: Talk about using the word 'not' at home.

Task 1 - Talk about using the word 'not' at home the night before.

- **Instructor says:** *"Did you find ways to say 'not' 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 'not.'

- **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 'not' 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 'not.'
- 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 'not.'" (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:** *"Boy, this book is incredible! You've worked hard. I love all the funny pages, like the one that says _____. (Use your own examples here.) 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."*

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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'm glad you are not at home today. I like your book and 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? It's not too late to add more pictures to it if you'd like to do that!"*

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 'not' book from the 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 'you.' Pick one of these, and we can read it together just like we've done with the others. Your choices are **Frightening** and **A Good Pet**."*

Task 4 - Repeat directions from Day 1; do a picture walk, and locate and use the word 'not' in the book.

- **Instructor says:** *"Great pick! I'll read this part and you read the word '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 'more' a lot in the book!"*

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

- **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?"*

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.

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":** Find items in the environment that are not red/big/used to write (you can choose your own options based on your surroundings). The leader sets the criterion by saying, "Not _____." Students indicate when they find something by saying, "Not _____."
- **Tally and graph production of 'more':** Gather counts for several people or in several activities and compare who said 'not' 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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