

Core Word Lessons - Set 3

Word: Take

Book: A Cupcake



Boardmaker[®]
Core First[®] Learning

Day 1

Goal: Read the book **A Cupcake**

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

- **Instructor says:** "We are going to read a new book today. It's called **A Cupcake**. 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 '**think**' 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 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 a dialogue.
- **Instructor says:** "Yes! I noticed that, too. I also noticed ____." (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 '**think**' 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 '**think**,' too. Bring it back tomorrow and we can talk about it some more."

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Day 2

Goal: Read the book A Cupcake again.

Task 1 - Read the book A Cupcake again and find the word 'think' in the book.

- **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 the word 'think' whenever it comes up. Let's find it on your device again - here it is!"*
- **Instructor says:** *"Wow! The word 'think' was in the book so many times! It's cool that you have that word 'think' 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 'think' at home tonight.

- Make a plan for the student to use the word 'think' at home by asking for more than one thing at a time.
- **Instructor says:** *"I'm so glad you shared the book with your family last night. I'd like you to use the word 'think' tonight when you talk to your family. I think you can say 'think' when you want to tell people what is on your mind, or when you want to ask what your family is thinking. For example, you could say, 'I think I want pizza.' or 'What do you think?' Let's practice it here with me!" (Remember that this is about using the core word 'think'. You don't need to focus on building longer utterances that are grammatically correct at this time. So, if the student puts together "think pizza" it works just as well as the longer "I think I want a pizza." that they might be able to produce later.)*

Day 3

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

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

- **Instructor says:** *"Did you find ways to say the word 'think' when you were talking with your family last night? I am sure there were many things you could say with the word 'think.' I thought about it, and I used that word a bunch of times, too!"*
- If your student needs help finding the vocabulary to answer your question, open **Quickfires**.

Task 3 - Have the student create their own book.

- Have the student write a book using the word 'think.'
- 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 'think'." (Customize this example with ideas that are motivating and exciting for your student.)*

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

- **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 'think' all throughout! Excellent! Let's do that now again together."*

Task 4 - Have the student plan to read their 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."*

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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 can't wait to hear about your night at home! Did you read your special 'think' 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 'think' book from the library.

- **Instructor says:** *"Now that we've read **A Cupcake** a few times, I think it would be fun to pick a new book that uses the word 'think.' Pick one of these, and we can read it together just like we've done with the others. Your choices are **You Can** and **A Halloween Costume**."*

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

- **Instructor says:** *"What a super choice! OK. I'll read this part, and you read the word 'think.' Remember that first book and that we would notice things as we read? 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 'think' on any of the pages."*

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 'think.' 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.

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 **'think.'** 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.
- **Find the word in books:** Select books that are interesting and engaging to the student and see how many times you both can find the target word in the text.
- **Tally and graph production of 'think':** Gather counts for several people or in several activities and compare who said **'think'** 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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