

Core Word Lessons - Set 1

Word: You

Book: I Like You



Boardmaker®
Core First® Learning

Day 1

Goal: Read the book **I Like You**

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

- **Instructor says:** "We are going to read a new book today. It's called **I Like You**. 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 '**you**' as we go along. I remember that you already learned the words 'I' and 'like', so now you can say the whole title of this book! Pretty exciting stuff!"

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:** "I loved that picture of the kids playing hopscotch. Do you ever play that at recess? 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:** "Fun! Thanks for reading with me. You noticed some really interesting things. I liked how we saw the word '**you**' 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 '**you**,' too. Bring it back tomorrow and we can talk about it some more."

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Day 2

Goal: Read the book I Like You again.

Task 1 - Read the book I Like You again and find the word 'you' in the book.

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

Day 3

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

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

- **Instructor says:** *"Did you find ways to say 'you' when you were playing that game last night? Was it very funny? 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 'you.'

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

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Task 2 - Make a plan to use the word 'you' at home tonight.

- Make a plan for the student to use the word 'you' at home tonight. The student could direct family members to engage in some actions. Perhaps the student can say, "You eat!" or "You run!" in combination with a gesture to indicate who should perform each action. You might want to send home a note to explain the activity and remind family members to help support the development of these messages. Remember, the word 'you' could be combined with any tools to support the student's individual needs and skills!
- **Instructor says:** *"I'm so glad you shared the book with your family last night. I'd like you to use the word 'you' tonight in a fun little game with your family. This is how it works. It will be kind of like playing 'Simon Says' but you will use the word 'you' and then say the action you want them to do. So, you could say, 'You jump!' or 'You laugh!' to them! You'll have to point each time so they know whose turn it is. Let's practice some together right now so you are all set to try at home!"*

Task 3 - Have the student create their own book.

- Have the student write a book using the word 'you.'
- 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 'you.'" (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:** *"Great work! It's so much fun to write books, and you've written such a special 'you' 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."*

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 'you' 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 'you' book from the library.

- **Instructor says:** *"Now that we've read **I Like You** 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 **You** and **You Are My...**"*

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

- **Instructor says:** *"Super-duper choice! OK. I'll read this part and you read the word 'you.' 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 'you' 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 'you.' 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 '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 the word 'you,' pointing to their eyes and then completing the sentence by using Word Lists, Keyboards, and Topics on the device or a communication board
- **Tally and graph production of 'you':** Gather counts for several people or in several activities and compare who said 'you' 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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