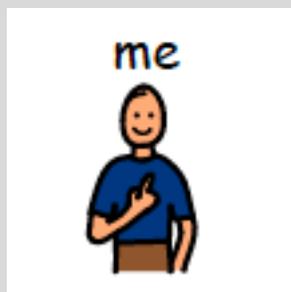


Core Word:

ME



Language Goal

Use this word to refer to yourself.

PRE-TEACHING

We invite parents to help us to expose students to target words/concepts, so when the teacher introduces the concepts in class, the students have a comfort and interest because they have a point of reference. Send a letter home to parents introducing the word of the week. Attach the symbol for the word **ME** and the definition that will be reviewed in school. Here are some ideas for parents to try at home:

Instructions to Parents:

The first step in introducing new words or concepts is exposure. Just by hearing the words in their environment enables them to begin to understand the meaning. Model the use of the words in your everyday conversation. Place emphasis on the target word to draw attention to it. For example, "Who wants an apple?" "**ME**". Below are some suggested activities to guide you. By doing this, you are creating a point of reference for your child so when the teacher introduces the work or concept they can engage better in the lesson, as they have prior knowledge. Thanks for your help!

- Encourage your child to use the word **ME**:
- Ask the family members to vote on a choice (e.g. “Who wants Frosted Flakes for breakfast?”), and then model **ME** while pointing to self.
- Look through the family album, point to the child’s picture, and then ask: “Who is this in the picture?” Help the child to answer **ME** as you point to the picture symbol.
- Prompt the child to look in the mirror and ask: “Who is it in the picture?” Help the child to answer **ME** as you point to the picture symbol.
- Read a book that reinforces the word **ME**: e.g. [My Book about Me](#) by Dr. Seuss or [All about Me](#) (PDF attached).

LET’S TALK ABOUT IT

NOTE: The words “SAY” or “TALK” are used to indicate that the student has communicated something. Students that have expressive language delay or are non-verbal access communication in alternative ways (e.g. use of voice output communication devices, pointing to pictures, use of gestures, utilizing eye gaze, or any combination of these). **ALL** of these methods are legitimate and effective ways to SAY something. We must accept these alternative ways as valid, the same way we accept the spoken word.

TEACHER INTRODUCES WORD AND CONCEPT: (this can be incorporated into morning meeting or to kick off a literacy lesson).

Show symbol for **ME**. Make the connection between the symbol and the word. Explain the meaning of the word **ME**. For example:

*“We use the word **ME** to let others know we are talking about us. Sometimes we point to ourselves and that’s okay too. Let’s combine the word **ME** with pointing to ourselves.”*

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **NEED** in a structured lesson.
Collaborate with OT, PT, SLP, and/or Psychologist to encourage motivation and engagement.

All teaching staff will wear the symbol on a lanyard around his/her neck to remind themselves and the class that this is the word of the week.

CHORAL PRACTICE:

It is so important to create a community of learners. Choral practice unites the class. You can initiate practice by saying "Let me hear who know our target word...I can't hear you. *Students say ME.* All together let me hear you say **ME**. Excellent Job! Now get your voices ready! If you speak or use something to speak for you, I need to hear you say it. What is that word again?" **ME**. Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

Practice pointing to self with exaggerated movements. Have the students stand up and look at pictures of themselves on the Smart Board and point and say "**ME**" or "That's **ME**!" Hand over hand assist for those that need it still provides the physical experience.

Additional Activities that can take place throughout the week:

- During a Smart Board activity, ask who wants to activate a fun video clip or touch interactive parts of the board, and then model using **ME**.
- Take a vote on whether the students liked a certain book, song, or video clip.
- Make a photo of the student with their favorite celebrity or character using websites such as [Photo With Me \(http://www.photowithme.com\)](http://www.photowithme.com). They can tell you who they see in the photo – **ME**!

- Go through the alphabet-making words that rhyme with **ME**. Decide whether they are real words or not (respond with “yes” or “no”/head shake). Extend this activity by finding images for real words and make a “Rhymes with Me” board – bee, sea, fee, knee, etc.
- Increase word consciousness of the word **ME** by listening for the word throughout the activity. Have students identify the word **ME** while looking through texts.

REINFORCEMENT

Students will be exposed to the word **ME** throughout the day. PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE!

Students will be encouraged to use the word **ME** during:

- Classroom lessons (Q: Who knows the answer? A: Me!)
- Mealtime (Q: Who wants a turn? A: Me!)
- Independent reading time, recess, bussing, etc.

Message to Administration

The support of Administration is key to the success of any program or plan in a school.

Recognition IS Reinforcement!

The staff will post the target core words that are being worked on, either outside the classroom or on a board inside the classroom. This will make it easy to know what has been achieved. The classroom staff will be wearing the symbol that is being worked on. Feel free to talk to the students and offer opportunities to practice the words they have learned.

Please compliment the staff and the students on their efforts to become independent communicators!

Students who can communicate can perform better in the classroom!

TEACHING CORE VOCABULARY created by:

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