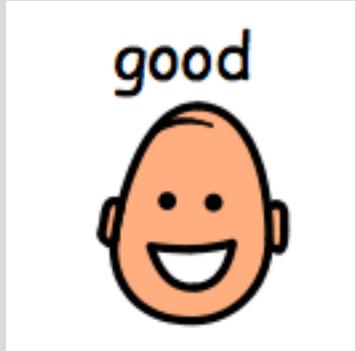


Core Word:

GOOD



Language Goal

Use this word to refer to something you like. If appropriate, this word can be taught along with the word **BAD**.

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 **GOOD** and the definition that will be reviewed in school.

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, "this sandwich tastes **GOOD!**" 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 **GOOD**:

- After completing a delicious meal or likable activity, model saying: “This was **GOOD!**” and pointing to the picture symbol at the same time.
- Discuss the child’s likes using the word **GOOD**, make a picture wall of things that the child likes and label them with small “good” symbols
- Read a book that reinforces the word **GOOD** (e.g. [Good Boy](#), Fergus by David Shannon, [Bad Cat, Good Cat](#) by Lynne Reid Banks.

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 **GOOD**. Make the connection between the symbol and the word. Explain the meaning of the word **GOOD**.

*“We use the word **GOOD** to describe something we like. Sometimes we smile when we say **GOOD**. Let’s practice the word **GOOD**. Let’s talk about things we like.”*

You can create a Smart Board activity in which children are presented with a variety of pictures, video and audio clips, and they choose the ones that are **GOOD** by moving the selected image to the **GOOD** box.

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **GOOD** 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 knows our target word...I can’t hear you. *Students say GOOD.* All together let me hear you say **GOOD.** 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?” **GOOD.** Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

“Hands in the air! Let’s write in the sky. Give me a “G, O, O, D.” Students trace with their fingers or move their heads to make the letter formations. Hand over hand assist for those that need it still provides the physical experience.

Additional Activities that can take place throughout the week:

- Smart Board activity (sample activity attached – “Good Habits”)
- Praise children throughout the day by saying **GOOD!** and pointing to the picture symbol. Review the class rules and point out the behavior expectations (e.g. “Holly is raising her hand to ask a question – this is **GOOD** behavior!”)
- Search for songs, rhymes, or poetry containing the word **GOOD.** Listen and then have the student say the word or point to the symbol when it is produced.

- Make the connection to how you feel. For example, when you are happy and healthy you feel **GOOD**.
- Increase word consciousness of the word **good** by listening for the word throughout the activity. Have students identify the word **good** while looking through texts.

REINFORCEMENT

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

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

- Classroom lessons (Q: How do you like Mikey's answer? A: **GOOD!**)
- Mealtime (Q: How does your sandwich taste? A: **GOOD!**)
- Independent reading time, recess, bussing, etc.
- Use **GOOD** in phrases that you would typically say often:
 - "You look **GOOD!**"
 - "**GOOD**, I see you are all listening."
 - "You are all doing a **GOOD** job today."

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:
KAREN GORMAN
Assistive Technology / UDL Coordinator
NYC DOE – District 75 – Technology Solutions