

Core Word:

**YOU**



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**Language Goal**

Use this word to refer to the person you are talking to.

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**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 **YOU** 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, “**YOU** do it. **YOU** open the door (and point to the other person)”. 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 **YOU**:

- Look through the family album, point to your picture, and then ask: “Who is this in the picture?” Help the child to answer **YOU** as you point to the picture symbol and yourself.
- Read a book that reinforces the word **YOU**: e.g. [I and You and Don't Forget Who](#) by Brian P. Cleary.
- Who do **YOU** want to read the book? **YOU**

## 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 **YOU**. Make the connection between the symbol and the word. Explain the meaning of the word **YOU**. For example, “*We use the word **YOU** instead of the person’s name when we are talking to her/him. Sometimes we point to the person and that’s okay too. Let’s combine the word **YOU** with pointing to the person we are talking to.*”

# COLLABORATION IN THE CLASSROOM

Practice use and application of the word **YOU** 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 YOU.* All together let me hear you say **YOU**. 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?" **YOU.** 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 Y. Give me an O. Give me a U". 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. Practice pointing to the other people in your class and say **YOU**, and instruct students to point to themselves and say ME.

### Additional Activities that can take place throughout the week:

- Smart Board activity (sample activity attached)
- Restaurant / Mealtime pretend play – have the student play server and ask what **YOU** want or what **YOU** like.
- Search for songs, rhymes or poetry containing the word, **YOU** (e.g. "You are My Sunshine," "If You're Happy," etc.). Listen and then have the student say the word when it is produced.
- Go through the alphabet-making words that rhyme with **YOU**. 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 You board – moo, goo, blue, do, etc.

- Increase word consciousness of the word **YOU** by listening for the word throughout the activity. Have students identify the word **YOU** while looking through texts.

## REINFORCEMENT

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

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

- Classroom lessons (Q: Who is the teacher? A: **You!**)
- Mealtime (Q: Who will help? A: **You!**)
- 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!

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