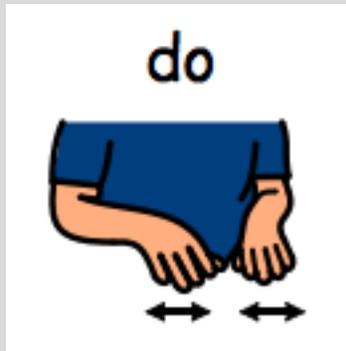


Core Word:

DO



Language Goal

Use this word (verb) to direct or express an action (make, perform or act) (“Do it”, “We do it”).

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 **DO** 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 is how we **DO** it (perform action).” 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!

- Children often like to see an adult model something for them, so they often use phrases such as “you **do** it”. This is a fun and exciting way for adults to model an action for the child so the child is engaged and learns how to perform that action.

- Encourage your child to use the word “do”.
- Model an action and tell your child, I will do it again if you tell me “Do it”.
- Let your child direct you (“You do it”, “Do more”). React to these directives with an excited response to engage your child. Use this opportunity to model for your child. HAVE FUN TOGETHER!
- Narrate as you perform an action (say “I’ll do it” as you open the door).

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 **DO**. Make the connection between the symbol and the word. Explain the meaning of the word **DO**. For example, “**DO** is action. We **DO** things all day long.” Give examples of actions that you **DO** (i.e. walk, sit, build, jump, etc.)

Perform some fun and engaging activities in real time (Jump high, build blocks high and knock it down, play fun music, etc.) and encourage the students to say “**DO** it” to get you to perform that action again. This is where the students get to practice using the word **DO**. The students can take turns performing the action as the other students excitedly say “**DO** it”.

Encourage use of a choral response for “**DO** it” from the class. Examples include:

- “Who wants to take a water break?” Students raise their hands and say “I **DO**”.
- I can **DO** it.” (action is performed)
- “You **DO** it.” (Teacher models to show how it’s done)

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **DO** 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 DO.* All together let me hear you say **DO**. 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?” **DO**. Excellent! Way to go! I love when you all work together.

GET PHYSICALLY ENGAGED IN LEARNING:

- Have a dance party using the song “This is How We **DO** It” by Montell Jordan. Use the refrain (*This is how we DO it*) throughout the day, during different activities to demonstrate how we **DO** things as a class. You can differentiate this for individual students (*This is how I DO it v. This is how we DO it*.) You can use this refrain to engage students during a Smart board activity (i.e. after the students take their turn at the board, they push the button and get a chance to dance when the song is played).

Additional Activities that can take place throughout the week:

- Use sports such as bowling, basketball, jump rope, etc. Have the students chant “Just **DO** it” in a choral response. (Reference to the Nike ads)
- Show videos of fun and engaging actions (i.e. puppy jumping off diving board) and pause the video until the students say “**DO** it”. Encourage a choral response from the class.
- Increase word consciousness of the word **DO** by listening for the word throughout each activity.

REINFORCEMENT

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

- Use the refrain from the song by Montell Jordan (“This is How We Do it”) to make the activity fun and enjoyable for the students.
- Students will be encouraged to use the word **DO** throughout the school day to answer questions, and direct the actions of others and self.
- Additionally, use this word to set up the next classroom activity. Take a poll for next lesson: For example: “**Do** you want to work by yourself or **DO** you want to work in a group?” “Raise your hand and say “I **DO**” if you would like to go to the library after lunch” (You can graph the answers, or visually demonstrate the responses on the board to explain the next activity).

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