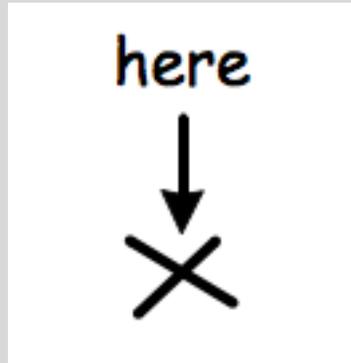


Core Word:

HERE



Language Goal

Use this to indicate something or someone, which is near or close to us. If appropriate, this word can be taught along with the word **THERE**.

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 **HERE** 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, "**HERE** is the pencil (point to the pencil). 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!

- Place desired items nearby and ask your child: “Where is the _____?” and then encourage him/her to say or point to the word **HERE** as he/she reaches for and/or grabs the item.
- Ask your child to help clean up by asking him/her: “Where does _____ go?” Encourage him/her to say or point to the word/symbol **HERE**.
- Model use of the word in real-time (i.e. “Sit **HERE**.” OR “I’m going to put the cup right **HERE**.”)

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 **HERE**. Make the connection between the symbol and the word. Explain the meaning of the word **HERE**. For example, “We use the word **HERE** when we are talking about a place nearby.” Place a pencil nearby and then explain: “The pencil is **HERE**,” as you point to the pencil. You can also teach the word “THERE” during this lesson by placing that same item in a further location: “Now the pencil is over “THERE””.

“We can also say **HERE** during roll call. For example, when I call your name, say **HERE** so I know you are present today.”

“We can also use **HERE** as we give something to someone else. For example, if I hand you the scissors, I can say – **HERE** are the scissors.”

COLLABORATION IN THE CLASSROOM

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

GET PHYSICALLY ENGAGED IN LEARNING:

Have all students stand up and practice getting from **HERE** to THERE. Place the symbols for **HERE** and THERE on the floor and use colored masking tape to create a line on the floor. Have the students start with a simple action such as jumping. “We are going to start **HERE** on the red line and jump to THERE on the blue line.” Let’s all do this together on the count of three...” Try using different actions (hopping, skipping, walking, running).

Additional Activities that can take place throughout the week:

- Smart Board activity (difference between the words **HERE** and THERE)
- Role-playing activities using real objects and photographs. Think about placement of items around the classroom. Use the word **HERE** as you point to items nearby, and THERE as you point to items or people further away. Turn this into a fun game.
- Separate the students into different locations around the room. Have the students toss a soft ball around. The teacher closes her eyes and asks “Where is the ball?” The student holding the ball is encouraged to say **HERE** and the teacher has to guess where it is.

- How do we get from **HERE** to THERE? This is a great opportunity to discuss different modes of transportation.
- Practice getting from **HERE** to THERE by creating a vehicle out of recycled parts (class project).

REINFORCEMENT

- Students will be exposed to the word **HERE** throughout the day. PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE!
- Students will be encouraged to use the word **HERE** throughout the school day.

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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