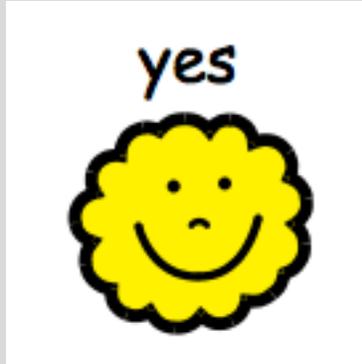


Core Word:

YES



Language Goal:

Use this word to express affirmation or agreement.

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 **YES** 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, “**YES**, you can have dessert after you eat dinner.” 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!

Use family routines and think about how you can apply the word **YES**:

- Model phrases like “Boy am I hungry... Do you think we should eat?” then hold up the picture symbol for YES and say “**YES!** We should eat!”

- Ask your child, “Do you want _____?” while offering an item. Model “**YES**” if they show interest or take the item.
- Read a book that reinforces the word “**YES**,” for example: [Yes Day! \(by Amy Krause Rosenthal\)](#)
- Play a guessing game. For example, the app: [What Did Snakey Eat?](#) This will encourage a child to answer “**yes**” or “**no**” by asking to guess whether the snake ate a tree or a bicycle.

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 **YES**. Make the connection between the symbol and the word. Explain the meaning of the word **YES**. For example, “we use the word **YES** to agree with something or someone, and when we like something or someone. **YES** is good. **YES** is happy. **YES** means I like it.” Sometimes we shake our heads up and down and that’s okay too. Let’s combine the word **YES** with the head movement (nodding head).

COLLABORATION IN THE CLASSROOM

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

Model ways the students might use the word **YES** and give practice. Make sure all students have an active way to respond so they can do this together (i.e. voice output devices, voices, symbols to point to). Make this fun! Encourage students to answer together and call on some alone.

“Do dogs bark?” **YES**

“Do you like recess?” **YES**

“Do birds fly?” **YES**

GET PHYSICALLY ENGAGED IN LEARNING:

“Hands in the air! Let’s write in the sky. “Give me a Y. Give me an E. Give me an S”. 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 nodding your head up and down while combining the movement with the word **YES**”.

Additional Activities that can take place throughout the week:

- Tell students: “If you like what I say or show you, say **YES** by using your voice or this device. Do you like music? What do you say... (all staff help students say **YES**). Oh, is that so, then let’s hear it! (play music, dance to the music). That was fun! Do you want to do this again? (all staff help students say **YES**)” . Elicit **YES** 3 more times: “Okay, let’s think about other things we can say **YES** to.
- Make a chart of the food we like. “Do we eat?” **YES** “Do you like to eat bananas?” **YES** “Do you like cookies?” **YES** “Do you like pizza?” **YES** (chart responses and discuss results).
- Create a SMART Board activity. During the smart board activity, you can demonstrate moving the correct answer to the part of the board labeled with symbol **YES**.
- Play a guessing game – cover an object and provide descriptors, ask students to predict what the object is, then answer “**YES**” or “**NO**”.

REINFORCEMENT

Practice the use and application of the word **YES** in structured lessons. Students should be exposed to the word **YES** throughout the day.

PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE! Students should be encouraged to use the word **YES** during classroom lessons (i.e. answering simple yes/no questions), mealtime (confirming their choices), independent reading time, recess, bussing, etc.

The same word can be used to participate in conversations on more advanced topics (i.e. answering conceptual **yes/no** questions). Ask the child to identify something (e.g. “Is this a banana?”) or the condition of it (e.g. “Is it cold?”). Make sure not to ask questions that are too complex, keeping in mind the child’s conceptual knowledge. For example, many children have difficulty understanding the concept of time and may find it challenging to answer a question like “Did you eat a cookie before breakfast?” Begin with concrete objects when introducing this task (e.g. “Is this a cookie?”) and then move to more abstract topics, such as discussing events of the day, 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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