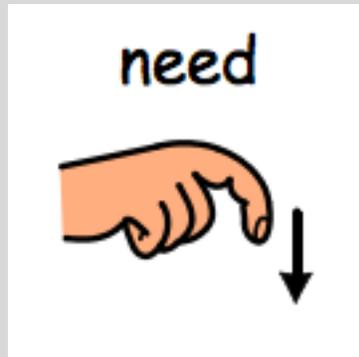


Core Word:

NEED



Language Goal

Use this word to request an urgent want and/or necessity.

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 **NEED** and the definition that will be reviewed in school. Here are some ideas for parents to try at home:

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, “I **NEED** to sit down. My Feet are killing me!” 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!

Saturate the Environment with the target word “**NEED**”.

- Place needed items out of reach or in a difficult to open container (e.g. fork during dinner, pencil while doing homework). You can ask, “Do you **NEED** help?” “Oh. You can’t reach the pencil. Do you **NEED** me to get it for you?”
- Only give your child some pieces to a puzzle. When he/she runs out of pieces, say “What do you **NEED**?”
- During toileting, brushing teeth, and bath time. Say, “What do you **NEED** when you brush your teeth?”. “You are going to **NEED** a towel when you get out of the bath.

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 **NEED**. Make the connection between the symbol and the word. Explain the meaning of the word **NEED**. For example:

*“We use the word **NEED** to let others know what we must have or what we must do.”*

You may hear people in school using this word. Some examples are:

- “I **NEED** a break.”
- “I **NEED** a pencil do my work.”
- “The flower **NEEDS** sun and water to grow.”
- “Do you **NEED** to use the bathroom?”
- “I **NEED** help.”

Sometimes we point to what we need and that is okay too. Let's combine the word **NEED** with what it is we point to. For example "**NEED** + pencil," "**NEED** + water."

- This is a great place to do a Smart Board Activity.
- Worksheets can be generated where an activity is matched to all of the items you **NEED** to perform the activity.
 - Make pancakes (bowl, eggs, spoon, stove, butter, pan, spatula)
 - Make your bed (sheets, pillows, pillow cases, blanket)
 - Get dressed (underwear, socks, pants, jacket, top)
- Expose the student to the WORD itself by tracing the letters and locating them on an onscreen keyboard on the Smart Board or a manual keyboard at the students' desk.
 - Capitalize on targeting other concepts such as what letter comes first, what letter comes last, and/or rhyming words.

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **NEED** 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 know our target word...I can't hear you. *Students say **NEED***. All together let me hear you say **NEED**. 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?" **NEED**. 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 an N, E,E,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 (difference between the word **WANT** and **NEED**)
- Social story (things we **NEED** in our daily lives)
- Role playing activities using real objects and photographs
- Increase word consciousness of the word **NEED** by listening for the word throughout the activity. Have students identify the word **NEED**.

REINFORCEMENT

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

Students will be encouraged to use the word **NEED** throughout the school day. All members of the teaching staff will sabotage the structured and unstructured activities throughout the day by removing some items necessary to complete an assignment. For example, when handing out materials for a painting activity, paper is withheld. If necessary, use prompt hierarchy to assist students with initiating conversation using the word **NEED** (e.g. “We **NEED** paper.”).

Additionally, use this word to set up the next classroom activity. Take a poll for the next lesson. For example: “Who **NEEDS** a water break?” or “Who **NEEDS** a stretching break before 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