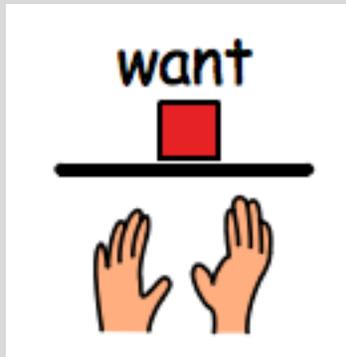


Core Word:

WANT



Language Goal

Use this word to express desire and motivation, and to request.

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 **WANT** 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, "I **WANT** to watch a movie". 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 **WANT**:

- place desired items out of reach or in a difficult to open container
- give your child small amounts of snack foods at a time

- only give your child some pieces to a puzzle and encourage him/her to use the word **WANT** to request the remainder of the pieces.
- ask your child to make choices as often as possible (ask wh- questions with the word **WANT**; i.e. *Where* do you **WANT** to go? *Who* do you **WANT** to go with? *When* do you **WANT** to go?)

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 **WANT**. Make the connection between the symbol and the word. Explain the meaning of the **WANT**. For example, we use the word **WANT** to let others know what we would like, and what would make us happy.” Some examples of how to use the word **WANT** in the educational setting:

- “Who do you **WANT** to sit next to?”
- “I **WANT** a turn.”
- “I **WANT** a break.”
- “I **WANT** a hug.”
- “Do you **WANT** to use stamps or crayons?”
- “What book would do you **WANT** to read next?”
- Sometimes we point to what we want and that is okay too. Let’s combine the word **WANT** with what it is we point to. For example “**WANT+** pencil”, “**WANT+** sit”.

COLLABORATION IN THE CLASSROOM

Practice use and application of the word **WANT** 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***

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 WANT.* All together let me hear you say **WANT.** 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?” **WANT.** 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 W. Give me an A. Give me an N. Give me a T”. 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 (**WANT** + another item or action)
- Social story (When to use the word **WANT**)
- Role playing activities using **WANT** to request real objects during choice-making activities
- Increase word consciousness of the word **WANT** by listening for the word throughout the activity. Have students identify the word **WANT**

REINFORCEMENT

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

Students will be encouraged to use the word **WANT** when making choices throughout the school day; classroom lessons (i.e. choosing crayons, pencils), mealtime (choosing snack items, utensils) independent reading time (choosing book), recess (requesting more swinging), bussing (choose who to sit next to), etc.

Additionally, use this word to set up the next classroom activity. Take a poll for next lesson: For example: “Who **WANTS** to use pencils?”, “Do you want to work by yourself or in a group?”, “Where do you **WANT** to sit?”, “Who do you **WANT** to work with?”. (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!

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