

Core Word:

NO



Language Goal

Use this word to protest and reject an action or an object that is not desired.

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 **NO** 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, "**NO**, you cannot have a snack before 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!

Encourage your child to answer using the word **NO** by setting up questions that you know he/she will answer **NO** to:

- Ask your child, "Do you want ___?" while offering a non-preferred item. Model **NO** if they do not take the item.

- Give the child something he or she wants, and then act like you want to take it back. Model using **NO** to protest.
- Make a sandwich the child likes, and start to put on wrong ingredients (a plastic bug, a toy). Elicit **NO** (to protest), "that won't taste good."
- Read a book that reinforces the word **NO**, for example [No, David by David Shannon](#) or [No, no, don't eat that!](#) (do a web search for these books).
- Play a guessing game. For example, the app [What Did Snakey Eat?](#) encourages a child to answer yes or **NO** by asking to guess whether a 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 **NO**. Make the connection between the symbol and the word. Explain the meaning of the word **NO**. For example, "we use the word **NO** to let others know what we do not agree with something." Sometimes we shake our heads and that's okay too. Sometimes we push things or people away, and that is NOT okay. Let's combine the word **NO** with the head movement (shaking head).

- This is a great place to do a Smart Board Activity.
- Worksheets can be generated to fill in the blank or answer yes or **NO** to questions by writing or circling.
- 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 **NO** 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 NO.* All together let me hear you say **NO**. 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?" **NO**. Excellent! Way to go! I love when you all work together.

Model ways the students might use the word **NO** 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 you want to eat spiders?" **NO**

"Do pigs fly?" **NO**

"Do we swim in the sky?" **NO**

"Do cows bark?" **NO**

"Do we like to miss school?" **NO**

GET PHYSICALLY ENGAGED IN LEARNING:

"Hands in the air! Let's write in the sky. "Give me an N. Give me an O.."
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: During a Smart Board activity, choose the wrong answer OR when shown a problem/situation (e.g. a person with 3 hands, etc.), drag the wrong answer to the **NO** side of the Smart Board.
- Take a vote on whether the students liked a certain book, song, or video clip.
- Ask the child to identify something (e.g. “Is this a banana?”) or identify a condition of it (e.g. “Are you cold?”). Make sure not to ask questions that are too complex, keeping in mind the child’s conceptual knowledge. For example, many children has difficulty understanding the concept of time and would have hard time answering a question like “Did you eat a cookie before breakfast?”. Begin with concrete objects when introducing this task, “Is this a cookie?”
- Get the child to indicate a choice of a certain item, and then give them another item, not the one they chose. For example, in art class if they ask for a red marker, give them a green one.
- Role playing - Use dolls or puppets to illustrate someone doing something that causes a problem (breaking something, hitting someone). Model or have the puppet model **NO**.
- Increase word consciousness of the word **NO** by listening for the word throughout the activity. Have students identify the word **NO**.

REINFORCEMENT

- Students will be exposed to the word **NO** throughout the day. PROVIDE AS MANY OPPORTUNITIES AS POSSIBLE!
- Students will be encouraged to use the word **NO** during classroom lessons (i.e. answering simple yes/no questions), mealtime (staff might need to use the sabotage techniques by offering non-preferred items), independent reading time, recess, bussing, 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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