

# Core Word Lessons - Set 1

## Word: More

## Book: More Snow?



Boardmaker<sup>®</sup>  
Core First<sup>®</sup> Learning

### Day 1

Goal: Read the book **More Snow?**

#### Task 1 - Introduce the word 'more' and the book title.

- **Instructor says:** "We are going to read a new book today. It's called **More Snow?** While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word '**more**' as we go along."

#### Task 2 - Do a picture walk with the book.

- Go through the book doing a picture walk to notice things. Whatever they notice, we value. They might notice something about an illustration or something in the text. They might point to something, and you can help describe what they are noticing. The goal here is to give the student the opportunity to get engaged in the book and provide a way to start a dialogue.
- **Instructor says:** "Wow, yes! I noticed that too! How cool. You know what else I noticed? I saw my favorite animal \_\_\_\_." (Continue to provide specific examples.)

#### Task 3 - Point out what you notice about the book.

- Sitting close to your student with the book open, make some observations and connections for the student. You might point out an illustration that reminds you of something else, or text that looks interesting. Point out your genuine connections and thoughts as you go along.

#### Task 4 - Prepare the student to take the book home and share it with family.

- **Instructor says:** "That was super! I loved looking at that book with you. You noticed some really interesting things. I liked how we saw the word 'more' all throughout the book, too. Here's where that word is found in your device." (You should navigate there to show them.)
- **Instructor says:** "I'd like you to take this book home and share it with your family tonight. Find out what they notice! I wonder if they will think of the same things we did today. Don't forget to show them where you see the word 'more,' too. Bring it back tomorrow and we can talk about it some more."

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## Day 2

Goal: Read the book *More Snow?* again.

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### Task 1 - Read the book *More Snow?* again and find the word 'more' in the book.

- **Instructor says:** *"Did you have fun sharing the book **More Snow?** at home last night? I'm sure your family thought it was funny to see all that snow piling up! I loved reading it with you yesterday and have been excited to give it another look today! Let's read it together again and whenever we see the word 'more,' let's find it on your device to say it! Ready? Let's go!"*
- **Instructor says:** *"Great! That was awesome. I like how the authors used the word 'more' so many times. There was more and more snow each day! It's perfect that we have that word 'more' on your device right there. You can use it all the time, too!"*

### Task 2 - Make a plan to use the word 'more' at home tonight.

- Make a plan for the student to use 'more' at home by asking for more food at dinner or snack time, or by asking for more books at bedtime.
- **Instructor says:** *"Cool. That was fun! I know I use the word 'more' all the time. I can use it to ask for more of things I like or need. For example, when I'm eating some delicious pie after dinner, I might want to have another piece. I could say, 'I'd like more pie, please!' I have an idea. Why don't you use that word on your device tonight to tell your family what you want? Maybe you will want more to eat at dinner, or maybe you will want more of your favorite book or game. Do you have any ideas about how to use 'more' at home tonight? I bet you will think of so many things! We can practice here. Let's pretend to be eating dinner and asking for more."*

## Day 3

Goal: Talk about using the word 'more' at home.

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### Task 1 - Talk about using the word 'more' at home the night before.

- **Instructor says:** *"Did you find ways to say 'more' when you were playing that game last night? Did it go well? Did you use the examples we did together?"*
- If your student needs help finding the vocabulary to answer your question, open Quickfires.

### Task 2 - Read the book with the student again and use the device to find the word 'more.'

- **Instructor says:** *"Let's read this book one more time. You are getting to know the book so well now, and it's getting even easier for you to read it and find the word 'more' all throughout! Excellent! Let's do that now again together."*

### Task 3 - Have the student create their own book.

- Have the student write a book using the word 'more.'
- If using Boardmaker Instructional Solutions version, see Program Overview for more information on the different levels of Writing Support provided.
- **Instructor says:** *"That was fun! Now I'm excited to help you write your own book using the word 'more.'" (Customize this example with ideas that are motivating and exciting for your student.)*

### Task 4 - Have the student plan to read their book at home with family.

- **Instructor says:** *"Boy, this book is incredible! You've worked hard on this book. We found even more pictures than I thought we might! It's fantastic! Let's practice reading it together so you can read it to your family tonight. Remember, you'll say the word 'more' whenever you find it in the book."*

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## Day 4

Goal: Talk about reading the student-created book at home.

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### Task 1 - Talk about sharing the student-created book at home the night before.

- **Instructor says:** *"I'm so glad to see you here today. I was thinking about your book this morning and just could not wait to hear about you sharing it with your family. They must have loved it! Did they say they wanted to hear more of the book when you were done? Can we read it again together, please? I want more of that book!"*

### Task 2 - Read the book with the student again.

- **Instructor says:** *"Wow. It's really a nice book. I like the page with \_\_\_\_\_." (Give a specific example here.)*

### Task 3 - Have the student select another 'more' book from the library.

- **Instructor says:** *"Now that we've read **More Snow?** a few times, I think it would be fun to pick a new book that uses the word 'you.' Pick one of these, and we can read it together just like we've done with the others. Your choices are **More Than Me** and **More Food, More Fun.**"*

### Task 4 - Repeat directions from Day 1; do a picture walk, and locate and use the word 'more' in the book.

- **Instructor says:** *"Great pick! I'll read this part and you read the word 'more' when you see it. Remember how we want to notice things in the book? Let's do that again, just like before. I hope we can find 'more' a lot in the book!"*

### Task 5 - Have the student plan to read the book at home with family.

- **Instructor says:** *"We sure noticed a lot! Please take this one home to read to your family tonight. Would you like to take the book you wrote home again, too?"*

Note: You might find it appropriate to assign a supplemental activity for practice at home. See the list of Extension Activities that follow the lesson plan for Day 5.

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## Day 5

Goal: Talk about sharing the book at home.

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### Task 1 - Talk about sharing the book at home the night before.

- **Instructor says:** *“Good morning! I hope you had a great night at home with your family. I know you read that book with them. Wonderful!”*

### Task 2 - Read the book from Day 4 with the student again.

- **Instructor says:** *“Let’s read it again, or if you want, we can pick a new one! You decide!”*

### Extension Activities

Here is a list of potential supplemental activities to allow the student to have more practice using the word ‘I.’ This list is not exhaustive but is just a start to get the wheels turning to help you develop appropriate extension activities for your student. Have fun!

- **Printable activities:** Additional extension activities are available in Core First Learning for Boardmaker Online.
- **Play a Movement Game:** Choose a target activity (e.g., hopping, sit-ups, waving, etc.) or provide random options by pulling them out of a hat. The student tells the group to start that activity, and then alternately tells the group to stop (the instructor can help by saying “Stop!”) or to do more
- **Tally and graph production of ‘more’:** Gather counts for several people or in several activities and compare who said ‘more’ more or when it was said more.
  - Compare these to graphs created for previously-targeted words or have the student listen for more than one previously-targeted word in the same situation.

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