

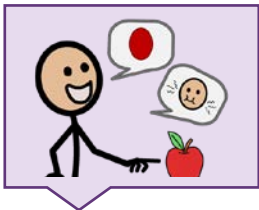
Let's teach do

Don't be afraid to teach the word **DO**! Even though it doesn't have a picture, it can be taught and learned the same way as most other words, through modeling and creating opportunities. Think about the number of times you tell the learner to **DO** or not **DO** something. Think about typically developing language, how many 2-3 year olds go around telling others "**DO** this" "You **DO** it" "I **DO** it." **DO** is a wonderfully useful verb, because it is generic enough to use for almost anything and helps the learner direct action and exert control.



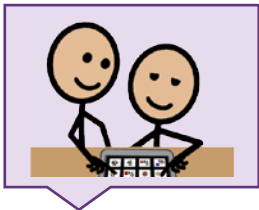
FIND

Find the word in the vocabulary. **DO** is a helping verb, so it will typically be a light green word. It is often located on the home page of many vocabularies. If you can't find **DO**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



INTRODUCE

Use **DO** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**DO** is an action word. We **DO** lots of things. Watch I can **DO** this (jump), or **DO** this (run), or **DO** this (pat your head). Show me, can do you **DO**?"



MODEL

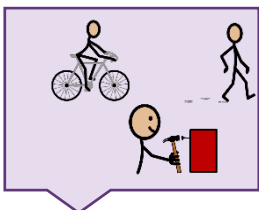
Model the word throughout the day, touching **DO** in the vocabulary anytime you say it.

"Let's **DO** something."

"What should we **DO** next?"

"**DO** what I say."

"**DO** you like it?" "**DO** you want more?"



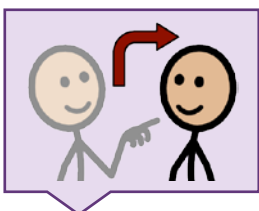
ENCOURAGE

Create activities to provide lots of models and practice with **WORD**. [provide at least 3, trying to at least include a book]

Book: *From Head to Toe*, by Eric Carle

Activity: "Simon Says **DO** this" (followed by an action)

Song: ***DO** you Know the Muffin Man*; Kidz Bop "Move it Like This" but change "MOVE" and/or "SHAKE" to **DO**.



EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.

Ask "Who wants to **DO**...?" Help the learner say "I **DO**."

Take turns in any activity by helping the learner direct who will **DO** it next, "I **DO**" or "You **DO**."

When the learner grabs your hand for something, help him/her say "(you) **DO**."