

# Let's teach trouble

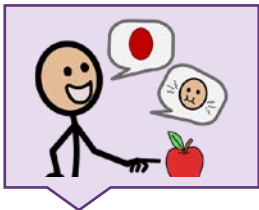
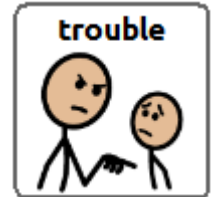
Don't get into **TROUBLE**!

All of us are bound to get into **TROUBLE** at some point. While it may be a good teaching moment to introduce the word **TROUBLE**, it may also be good to teach this word in other contexts. For example, using books or movies where people get into **TROUBLE** would be great to introduce this common word.



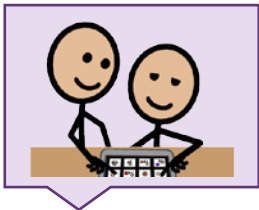
## FIND

Find the word in the vocabulary. **TROUBLE** may be a noun or a verb depending on how it is used. If you can't find **TROUBLE**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



## INTRODUCE

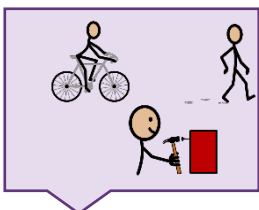
Use **TROUBLE** in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: "**TROUBLE** is when there's a problem. You can get in **TROUBLE** when you do something wrong."



## MODEL

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

"She is in **TROUBLE** for pulling the cat's tail." "Mom had car **TROUBLE** in the morning." "What **TROUBLE** did they cause now?" "We are having **TROUBLE** getting help." "He's having stomach **TROUBLEs** today."



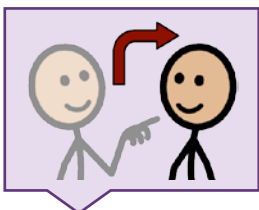
## ENCOURAGE

Create activities to provide lots of models and practice with **TROUBLE**.

Book: *Always in **TROUBLE*** by Corinne Demas

Game: **TROUBLE** board game

Activity: Pretend play. Role play different situations where you may get into **TROUBLE**.



## EXPECT

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

When events happen at school or at home, explain why someone is in **TROUBLE**. "He pulled the cat's tail, so he's in **TROUBLE**."