

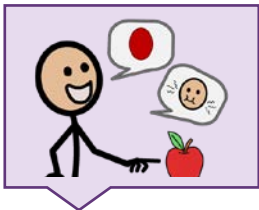
Let's teach **we**

A pronoun, such as **WE**, takes the place of another word. Typically, the use of the pronouns "I, you, me, **WE**, they" occur around 3-4 years of age. **WE** already use the word **WE** a lot when speaking to the learner, so the next step is teaching him/her how to use it. Think about times when the learner enjoys doing something with another person. That might be a good opportunity to teach that **WE** can do something, as opposed to the learner by him or herself.



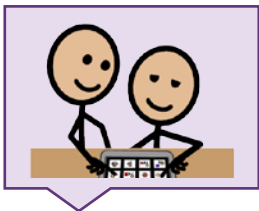
FIND

Find the word in the vocabulary. **WE** is a pronoun, so it will typically be a yellow word. It is often located on the "Pronouns" page of many vocabularies. If you can't find **WE**, 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 **WE** 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: "**WE** means you and me. **WE** can also mean a bigger group of people. It can mean all of us."



MODEL

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

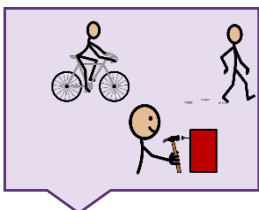
"**WE** need to go to the store."

"**WE** can do that when you are ready."

"What are **WE** having for snack?"

"When **WE** are all quiet, **WE** can go outside."

"**WE** can work together."



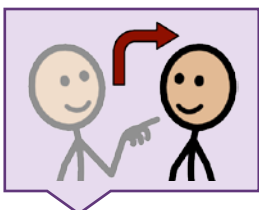
ENCOURAGE

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

Book: **WE're going on a Bear Hunt**, by Michael Rosen

Game: Red Rover, "**WE** want Sally right over."

Activity: extend the book above and do a scavenger hunt around the room/house. "**WE** found..."



EXPECT

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

Write a book: take pictures of the learner and other people doing things. Write the captions to the pictures, starting each sentence with "**WE...**"