



## CORE WORD OF THE WEEK

# LIKE



### WHYS & WAYS FOR LIKE

WHYS (REASONS TO COMMUNICATE)	WAYS (TO USE THE TARGET WORDS)
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### EXPRESSING NEEDS AND WANTS

Choice making	like, like it, like that I like, I like it, I like that.
Gaining attention	like you, like see that
Requesting	like, like it, like that, like more, like some more, I would like to +any verb I want one like that
Refusing, rejecting, protesting	not like, I not (don't) like, I really do not like that

### GETTING AND GIVING INFORMATION

Simple commenting	you like that! he likes it! it looks like rain
Express feelings	when I am hungry, I like food when I am cold, I like jumper I like this, I like you, I like him, I like that more
Asking for information	what like? what you like? what do you like? do you like it?
Discuss (comments/directions)	he liked it, she liked it, they didn't like that do it like this
Give opinions	don't think he likes that, I would not like that that is like my dog
Give descriptions	he likes the blue one, that sounds like Mom, it looks like rain
Talk about future events	I hope he will like it
Tell a story	Elf did not like that, Rudolf liked her
Plan	I would like to go there, I would like to make this, I would like to do it later

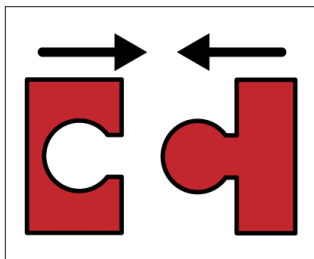


SOCIAL INTERACTION

Politeness	I like to see you, I do not like you go
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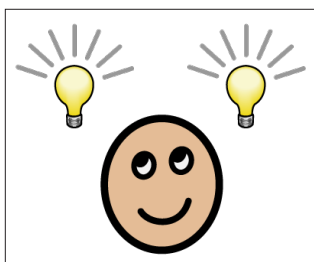
[NB: You should model sentences one word longer than they are currently using]

# SPECIFIC GRAMMAR



1. Use grammar supports to model negatives of LIKE, e.g. don't like, doesn't like
2. Use grammar supports to model different tenses of LIKE, e.g. liking, liked, likes, etc
3. Teach the meaning of "like" as "similar to"

# IDEAS FOR USING LIKE

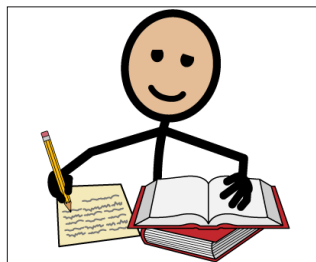


1. Watch the Angelman Syndrome Foundation Communication Training Series video that covers teaching "like": [youtu.be/pZ2eaYnclak](https://youtu.be/pZ2eaYnclak) and [www.angelman.org/wp-content/uploads/2015/11/four-core.pdf](http://www.angelman.org/wp-content/uploads/2015/11/four-core.pdf)
2. For beginning communicators, it can be very effective to model "you LIKE that" when the communicator shows evident enjoyment of something, or "you DON'T LIKE that" when the communicator protests or is upset.
3. Explore what student's like. Model "I like \_\_" during class discussions for things you like and then give students a turn to finish the sentence. Take photos of things you like and create a class book - "What I like".
4. Play an action game... e.g. Jump LIKE a frog, Roar LIKE a lion.
5. During cooking lessons, discuss foods you LIKE, or do NOT LIKE. Make sure you have unusual or uncommon foods to taste, which can provide good opportunities for modeling "NOT LIKE".



6. During music lessons, discuss music you LIKE, or do NOT LIKE. Make sure you have many different music styles to listen to and make comment on.
7. Hold an art show. Place artwork around the room and discuss what you LIKE about the pieces of art.
8. Do an obstacle course. Discuss what part of the obstacle course you LIKED.
9. After reading a book, discuss what part of the story you LIKED. Discuss what character you LIKED and why. Discuss what character you did NOT LIKE and why.
10. Talk about things you would LIKE to get for a Birthday or Christmas. Use YouTube videos of new toys & games and catalogues during your discussion. Also talk about things that other people might LIKE, eg, Mum would LIKE perfume, Dad would LIKE a book, etc.
11. Work on protesting, i.e. what the students do NOT LIKE, by presenting highly desirable and motivating items, alongside non-preferred items. Some examples of things that students may protest and say 'I DON'T LIKE that!' to include: plastic insects and spiders, water spray bottles/guns, sticky/goosey things, boring things, etc.

## LITERACY SUGGESTIONS



1. The following books have repeated lines with the word “like”
  - *Green Eggs and Ham*, by Dr. Seuss
  - *What Do You Like?*, by Michael Grejniec
  - *I really like Slop*, by Mo Willems
  - *Maisy likes Driving*, by Lucy Cousins
  - *I like Books*, by Anthony Browne
  - *Run like a Rabbit*, by Alison Lester
  - *Things I like*, by Anthony Browne
  - *You Choose*, by Pippa Goodhart & Nick Sharatt
2. Try sharing these Tar Heel Readers:
  - [tarheelreader.org/2015/12/05/spot-the-dog/](http://tarheelreader.org/2015/12/05/spot-the-dog/)
  - [tarheelreader.org/2016/01/26/in-winter-i-like-to/](http://tarheelreader.org/2016/01/26/in-winter-i-like-to/)
  - [tarheelreader.org/2014/06/03/like-not-like/](http://tarheelreader.org/2014/06/03/like-not-like/)
  - [tarheelreader.org/2015/04/04/drink/](http://tarheelreader.org/2015/04/04/drink/)
3. Predictable Chart Writing using sentences such as: “I like \_”, “I don’t like \_”, “She likes \_\_”, “He doesn’t like”, etc.



4. Write lists of likes and dislikes (e.g. foods, TV shows, colours, sport teams, etc.) Have the class vote on the lists to decide what is the most popular thing and what is the least popular thing.
5. Write Birthday and Christmas lists of things you would LIKE to get. Find pictures in catalogues to cut out and glue to the list.
6. Use photos and student writing to create books using Pictello (or similar ebook creator).
7. Brainstorm words that rhyme with LIKE: bike, hike, etc.
8. Brainstorm words that start with the same sound as LIKE, i.e. “L”, e.g. lollipops, lizard, Lilly. Can you make up funny alliteration sentences? “Lilly likes lollipops”.