

Negatives

Yearly Goal: *To develop the understanding and correct use of negatives when listening, speaking, reading, and writing*

CCSS.ELA-LITERACY.L.K.4.B

CCSS.ELA-LITERACY.L.3.4.B

CCSS.ELA-LITERACY.L.5.2.C

Objectives

1. Answers *no* to "Is this a _____?" when shown an incorrectly named object.
2. Answers *no* when asked about things not liked or needed.
3. Chooses objects or pictures described with a phrase or sentence containing the word *not*.
4. Uses *not* in phrases or sentences to describe pictures of opposites.
5. Uses *not* in phrases or sentences to describe activities or surroundings.
6. Uses *don't*, *can't*, *won't*, *wouldn't*, or *shouldn't* to answer a question.
7. Uses negatives to ask questions.
8. Uses *isn't* or *aren't* to describe a picture.
9. Uses *isn't* or *doesn't* to tell about people or objects.
10. Uses negatives to describe differences.

Examples

- SLP: **Look at the toy I'm playing with. Is it a block?**
S: **No. It's a car.**
- SLP: **Do you need help?**
S: **No.**
- SLP: **Look at the toys on the shelf. Touch a toy that is not a car. Bring me a block that is not blue.**
- SLP: **Tell me about these pictures of opposites. Use the word *not*.**
S: **Happy baby. Not happy. The elephant is big. The mouse is not big.**
- SLP: **Use the word *not* to tell about things that you see happening in the classroom.**
S: **Not quiet. Scott is not reading.**
- SLP: **Answer my questions about what is happening on the playground. Can he run faster than you?**
S: **No, he can't.**
SLP: **Do you want to go inside now?**
S: **No, I don't.**
- SLP: **Use some words that mean no to ask your friend questions about playing football.**
S: **Why don't you play football? Why won't you try out for the team? Why not?**
- SLP: **Look at these pictures from our food lesson. What food am I talking about? It isn't sweet.**
S: **A lemon isn't sweet.**
- SLP: **Use the words *isn't* or *doesn't* to tell about who you see as we walk around in the school.**
S: **Mrs. Maxwell doesn't teach music. Penny isn't the principal.**
- SLP: **Look at these books we got from the library. How are these two books different?**
S: **The red book isn't as funny as the blue book.**

(continues)

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Objectives	Examples
11. Points to the correct pictures when hearing words with prefixes <i>un-</i> , <i>non-</i> , <i>dis-</i> .	SLP: Look at these opposite pictures. Show me <i>unhappy</i>.
12. Uses the prefixes <i>un-</i> , <i>non-</i> , <i>dis-</i> to complete a sentence.	SLP: Look at these pictures and complete my sentence. This boy is happy. This girl is ____. S: unhappy
13. Uses <i>wouldn't</i> or <i>shouldn't</i> to explain the solution to a problem.	SLP: Use the words <i>wouldn't</i> or <i>shouldn't</i> to answer my question. How should students not act in the hallway? S: They shouldn't run.
14. Uses negatives to state an opinion.	SLP: Use some words that mean <i>no</i> to talk about which snack food we need. S: I don't think we should have popcorn. I can't eat peanuts.
15. Uses negatives in conversation.	SLP: During our group discussion, be sure to use words that mean <i>no</i> correctly while we talk about animals that do and do not live in the ocean. S: Elephants don't live in the ocean.
16. Uses negatives in written answers to questions.	SLP: Think about the video we just watched. Why didn't the flower grow? S: (writes) They didn't water it.
17. Uses a comma to set off the words <i>yes</i> and <i>no</i> in a written answer.	SLP: Write your answer to my questions. S: (writes) No, I can't come. Yes, that's my name.
18. Uses negatives to write a paragraph that retells a favorite story.	SLP: You just told me your favorite story. Now write a paragraph about it and try to use some of the words that mean <i>not</i>. What are some words you could use in your paragraph? S: no, not, couldn't, don't, can't Writes a paragraph using negative words.
19. Uses negatives in all writing.	SLP: Be sure to use negatives correctly in today's writing lesson.

Asking *Wh*-Questions

Yearly Goal: *To develop the understanding and correct use of wh- questions in speaking, reading, and writing*

CCSS.ELA-LITERACY.RL.K.1–R.L.3.1

CCSS.ELA-LITERACY.RL.K.4

CCSS.ELA-LITERACY.RI.3.1

CCSS.ELA-LITERACY.SL.K.2

CCSS.ELA-LITERACY.SL.K.3 and SL.2.3

CCSS.ELA-LITERACY.L.K.1.D

Objectives

1. Imitates the SLP or says single words with a rising intonation that indicate *wh*- questions.
2. Imitates the SLP or says two-word questions beginning with *what* or *who*.
3. Imitates the SLP or says the following where questions: *where* + noun, *where* + verb, or *where* + noun + verb.
4. Asks *what* questions to learn the meaning of a new word heard in conversation or in a text.
5. Asks structured *who* + *is* or *what* + *is* questions about a picture.
6. Asks structured *where* + *is* questions about hidden objects or pictures.
7. Asks structured *how* and *why* questions while participating in an activity.
8. Asks structured *when* questions about an activity.
9. Completes *wh*- questions in a spoken cloze task.

Examples

SLP: **Mommy?**

S: **Mommy?** for Where's Mommy?

SLP: **Look at our book. Say this: Who eat? What that?**

SLP: **Let's play and I will hide some toys. Say this: Where truck? Where swim? Where baby sleep?**

SLP: **Ask me a question if you don't know a word from our story.**

S: **What's a caterpillar?**

SLP: **Look at this picture and ask questions that begin with Who is or What is.**

S: **Who is sleeping? What is flying?**

SLP: **I'm going to hide an object in the room. To find it, ask a question that starts with Where is.**

S: **Where is the pencil?**

SLP: **To find out more about our experiment, ask some questions that begin with How or Why.**

S: **How did the water turn purple? Why did we use food coloring?**

SLP: **To find out about our daily routine, ask some questions that begin with When.**

S: **When does school start? When can we go outside?**

SLP: **Think about the book we just read and finish this question. Whales are mammals that live in the ocean. What ____?**

S: **are whales?**

SLP: **Where ____?**

S: **do whales live?**

(continues)

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Objectives	Examples
10. Asks <i>wh</i> - questions that are requested.	SLP: Ask a <i>where</i> question about this picture of the library. S: Where are the books about sports?
11. Rewords a stated <i>wh</i> - question.	SLP: Ask this question another way: What person is the leader today? S: Who is the leader today?
12. Asks <i>wh</i> - questions about pictures.	SLP: Ask a <i>wh</i>- question about this picture of different animals. S: Which of these animals is the fastest?
13. Asks a peer <i>wh</i> - questions about a reading assignment.	SLP: Take turns asking your partner <i>wh</i>- questions about the story you just read.
14. Uses <i>wh</i> - questions to ask for information, permission, clarification, and reasons.	SLP: What question could you ask to find out more information about a school assignment? S: When is it due?
15. Asks <i>wh</i> - questions while role playing an interview.	SLP: Ask <i>wh</i>- questions as you interview Paul Revere after his midnight ride. S: What was the name of your horse? When did you start your ride?
16. Asks <i>wh</i> - questions about key details in a text that is read or that is presented orally.	SLP: Ask <i>wh</i>- questions for your classmates to answer about the key details of this story. S: Who is the main character? Where is the setting? When did this story take place?
17. Writes a <i>wh</i> - question to get requested information.	SLP: Write a <i>wh</i>- question on the board to find out the favorite snack of sixth graders. S: (writes) What do sixth graders like best for snacks?
18. Writes <i>wh</i> - questions about a paragraph for a peer to answer.	SLP: Let's practice for the quiz. Write three <i>wh</i>- questions for your partner to answer.