

Let's Teach on

"Put it **ON**!" "It's **ON** the table." "Turn it **ON**!"

ON is a useful word for talking about location and whether something is operating. It helps learners direct actions, describe where things are, and ask to use lights, music, and other devices



FIND

Find the word in the vocabulary. **ON** can be a preposition or an adverb, so it will typically be a teal or green word. It is often located on the main page of many vocabularies. If you can't find **ON**, use the Word Finder feature to learn where it is.

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INTRODUCE

Use **ON** 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: "**ON** can tell us where something is. I'll put the book **ON** the table." Place the book as you model. Introduce another meaning during a familiar activity: "Let's turn **ON** the light. Now the light is **ON**!"



MODEL

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

"Keep it **ON**." "Put your hat **ON**." "Turn the fan **ON**." "The music is **ON**." "The hockey game is **ON**." "The book is **ON** the shelf." "Can you put it **ON**?"



ENCOURAGE

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

Book: Make a photo book called *What's On It?* Include pictures of objects on familiar surfaces. Model "The cup is **ON** the table" or "The picture is **ON** the wall."

Game: Build with blocks or arrange toy figures. Model "Put this **ON** top" or "The dog is **ON** the bridge." Let the learner place items or direct a partner.



EXPECT

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

When using music, lights, or a toy, let the learner request that it starts or continues. They might say "Turn it **ON**" or "Keep it **ON**."

While getting dressed, encourage independence but make help available. The learner might say "Put it **ON**" or "Can you help me put it **ON**?"

