

1

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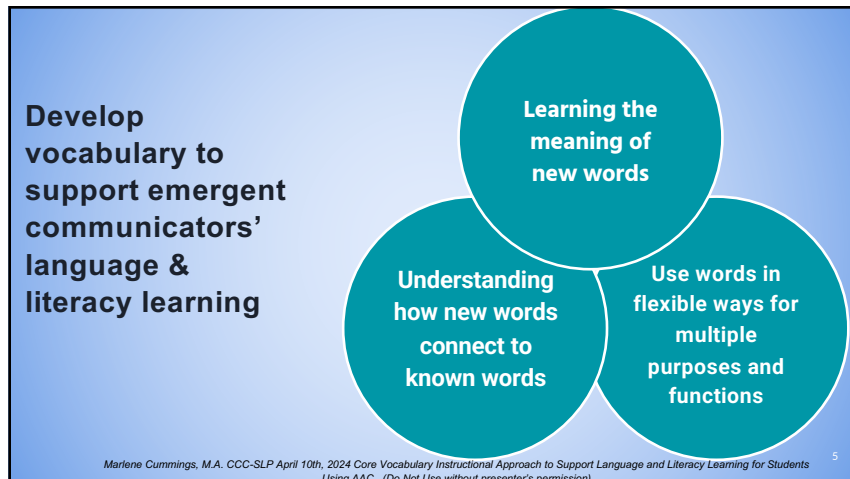
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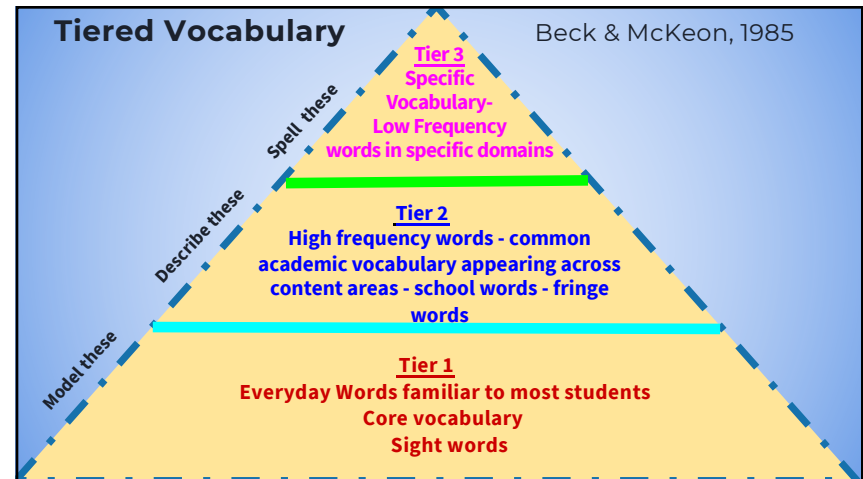
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5



6

Robust Vocabulary Instruction Considerations

- Begin with tier 1 words (AAC users) - with a long range goal on Tier 2 words
- Teach the meaning (concept) of the word in varied context/use
- Connect new words to known words
- Visually represent the word and symbol
- Compare and contrast
- Students novelly generate the word in flexible ways

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Vocabulary Learning Considerations

- Explicit vocabulary instruction
- Aided language input
 - Showing communicator what they could say
 - Demonstrating how communication works
- Frequency of use
- Motor planning

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Teaching Vocabulary



- Explicit vocabulary instruction should be a part of every AAC learner's intervention program.
- Students must explicitly be taught the meaning and use of the words they communicate

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Explicit Vocabulary Instruction for Beginning Communicators & Emergent Literacy Learners

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Know the “essence” of a word - it's functions - how and where to use it

Circumlocution - in a roundabout manner

**Use WORDS
to talk about
WORDS**

Dr. Karen Erickson

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11



Describe the most important Tier 3 words using Tier 1 words

Describe Tier 2 words with Tier 1 core vocabulary words and begin to add or navigate to Tier 2 words

Model Tier 1 words everyday, everywhere, in every subject

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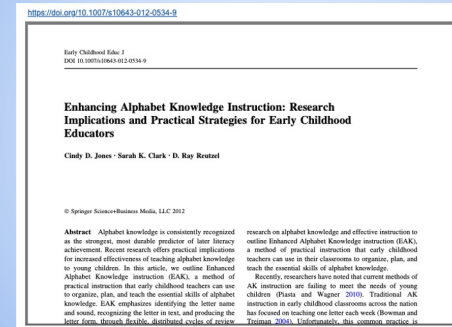
Enhanced Alphabet Routine- Explicit Alphabet Instruction

- **Enhancing Alphabet Knowledge Instruction:** Research Implications and Practical Strategies for Early Childhood Educators, Jones, Clark, & Reutzel, 2012
- **General education** alphabet instruction routine
- Designed to teach recognition of **a closed set of graphic symbols (letters) that can be represented in a variety of ways**
- **Cycles through the set** with flexible opportunities to emphasize key symbols
- **Associates each symbol with its functional use** and how it can be combined with others

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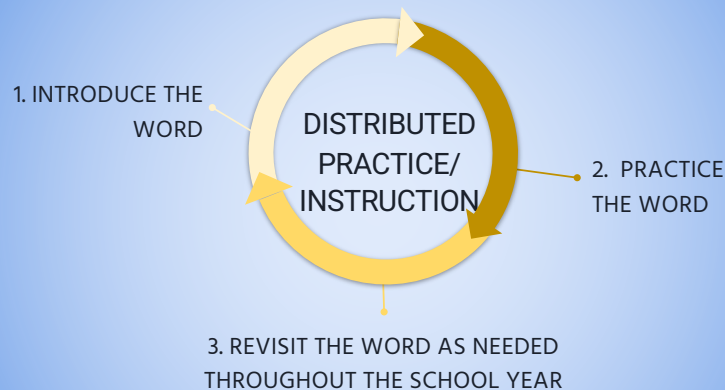
13

Enhanced Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educator



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15

Why Not Core Word of the Week?



You will only get through the entire core once

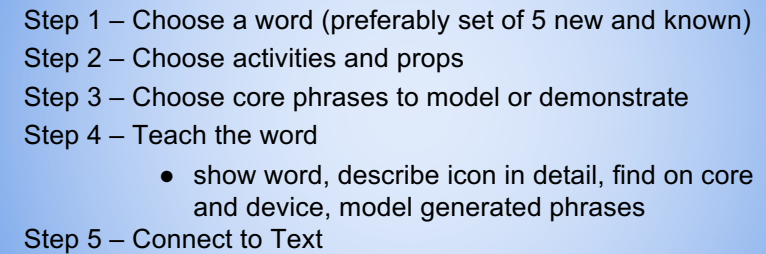
It will be May before you get there

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Word of the Day Routine



- show word, describe icon in detail, find on core and device, model generated phrases

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Step 1: Choose a NEW Word




Brainstorm sets of words and the **meaningful functions** you can demonstrate

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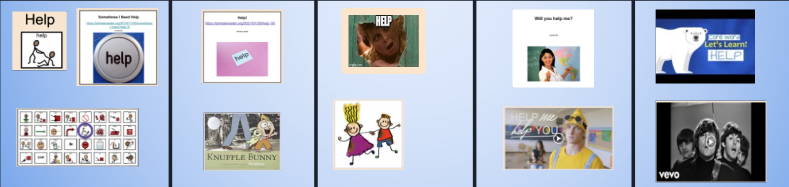
20

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Move to “Core Word of the Day”



Group your current “Word of the Week” activities into 5 sets. Move through them systematically.




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Step 1: Choose a NEW Word (from the set of 5)

For Students generating 2-3 word phrases:



Consider 1-3 brief student friendly **definitions** your students can connect to.

- Word Hippo
- Merriam-Webster Learner's Dictionary
- Kids.Wordsmyth

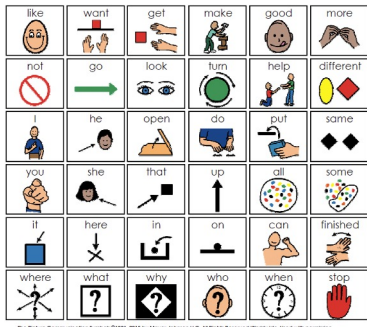
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Idea: Think of the 5 words in each week as a SET

Strategically choose 5 words for each week:

- Pick 1-2 of those words that your students know (known words)
- Score the core is an easy way to discover the known words

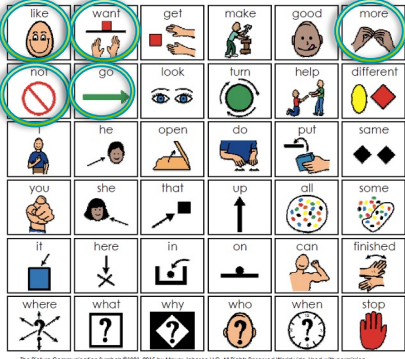


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23

5 Words Strategically Chosen

Core Words	Core Word Phrases	Core Word Phrases +Fringe
Want	Want more	Want more juice
More	Like more	Like more cookies
Like	Not more	Not more blocks
Not	Not like	Not like gym
Go	Want go	Want go playground
	Go more	Car Go more
	Not go more	Not go more
	Not go	
	Like go	



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Step 2: Choose your props



Hands-on-learning works

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25

Step 3: Choose PHRASES to MODEL

- Brainstorm all **phrases** where you can use the new word
- See how many of those phrases connect the **NEW** word with words students are familiar with(**known**)

Create **flexible**,
not rigid
communicators

Core Words	Core Word Phrases	Core Word Phrases +Fringe
Want	Want more	Want more juice
More	Like more	Like more cookies
Like	Not more	Not more blocks
Not	Not like	Not like gym
Go	Want go	Not like more
	Go more	Want go playground
	Not go more	Car Go more
	Not go	Not go more
	Like go	

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Possible phrases generated from core words representing the functions of communication

Requests

I want that
Do more that
Open it
You do it

Commenting

I like that
My turn
I finished
No like that
That look yucky

Communicative Purposes

Light, J. & Rodriguez, D. (2020). Communicative purposes for AAC users who are nonverbal and/or have communication impairments. In J. Light & D. Rodriguez (Eds.), *Communicative Purposes for AAC Users* (pp. 1-10). Austin, TX: Pro-Ed.

- To express needs and wants
- To gain and share information
- To build and maintain social relationships
- To participate in social etiquette
- Internalizing

Communicative Functions

From: Texas Augmentative Communication for Early Childhood (TAAEC) Users Manual, 2020

- Directed reference/related attention
- Requesting information
- Requesting information
- Requesting information
- Labeling as a comment
- Labeling as a request
- Denying or protesting
- Requesting object, action or event
- Requesting information
- Using social greetings and partings
- Initiating conversation with a question or comment
- Directing action of another person
- Social comments, observations or appreciative comments
- Commenting on appearance and appearance of objects or people
- Using time or time
- Calling attention to self achievement
- Accepting or rejecting
- Requesting information
- Requesting assistance
- Using phrase and then you
- Responding to simple questions
- Commenting thoughts into longer sentences to expand on ideas
- Using a modifier to clarify and describe
- Using words to describe function
- Asking simple questions
- Social phrases and comments
- Repeating message when not understood
- Using other modes or strategies to rephrase when misunderstood
- Asking why
- Indicating past or future
- Responding to action that relates to characteristics of items
- Delivering message: often, remember, go to another person to relay message

Refuse & Reject

No
All done
No help
I no want that

Seeking information

What you want?
Do you like me?
Where get help?
Who do you like?

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Step 4: TEACH a New word Explicitly

- Introduce** the new word & its relationship to known words
 - Show the word & identify each letter
 - Describe the icon in detail & draw attention to specific details
 - Find on core boards and devices
 - Model pre-generated phrases in varied contexts and
- Teach** the meaning (concept) of the word using comments, questions & requests. Compare & contrast the word to others
- Elaborate** on **new words**, their functions & meanings in activities that are interactive, engaging and rich in context

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28

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Make vocabulary instruction interactive, engaging & fun!



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Step 5: Connect to TEXT

Connect it to text - find a book that has your core word/s in it several times & is highly engaging to your students



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Create a Vocabulary Lesson

Choose the core word/s	Choose your props	Choose the phrases you will be modeling	List the function you will be demonstrating	Choose your text
Turn Help Put In Finished	Game - connect four Pop Up Pirate Use hand tools Hokey pokey Light switches Getting a turn on the smart board	My turn Your turn Turn finished Turn where I want turn Turn play Turn the chip to put in Turn it over Turn it on Turn around	Request Comment Inform Seeking information directive	Turn by Kristen Strong https://tarheelreader.org/2017/09/18/turn-3/

31

Let's try creating a lesson

Core Vocabulary – Explicit Instruction Lesson Plan

Choose core word/s (5)	Choose activities & props	Choose phrases to model	Choose function to demonstrate	Choose text

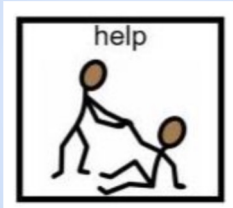
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Sample "Core Word of the Day" Slidedeck




Slide deck created by Eva McDermott

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33

CORE WORD OF THE DAY INSTRUCTIONAL ROUTINE



Vocabulary Instruction Planning Form

Choose core word/s (s)	Choose activities & props	Choose phrases to model	Choose function to demonstrate	Choose text
can	toy car; spinner; book	Can (jump, go, sit, get) I/We can (help, open, read, play) Can it (go, fast, stop)? It can go (here, fast) Can I do it?	Commenting Seeking Information Requesting	I Can Do It! by Steps (Tar Heel Reader)

1. Identify the graphic/symbol:
a. Introduce the new word and its relationship to known words. Draw attention to the picture and specific characteristics.
"Today, we are going to learn about the word (symbol name). This symbol represents the word (symbol name)." Point to the symbol on the display. Show students the symbol on their individual core boards.
b. Let's practice saying (symbol name). "Point to and say the symbol name three times."
*Note: For students who access core word symbols via scanning or other means, model and support practice with their access method.

2. Use the word in multiple contexts:
a. "Symbol name" can be used in many ways." Provide multiple examples of how the word can be used. Try to offer examples from as many different purposes or semantic relations as possible.

3. Practice using the word:
a. Let's practice using (symbol name) together." Complete a quick activity (e.g., making a toy car go, spinning a top, activating switch activated music player, playing the drums) or practice the word during a classroom routine (e.g., setting up/lesson/activity, hand washing, snack).
i. Guide students in practice. Do not require students to use the core word/no hand-over-hand, imitation, etc.).
ii. Respond to students' communicative attempts.
iii. Role play as needed.

4. Connect the word to text:
a. Read a short picture book that has the core word in it several times. (Resources: Tar Heel Reader, Boardmaker Core First Learning, Assistiveware Core Word Classroom, etc.)

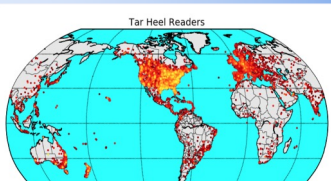
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34

Tar Heel Reader as of 2021

- Age & ability appropriate for older readers.
- Books read 14,166,921 times in 211 countries
- Over 77,000 books in 32 different languages
- Books on tons of topics!
- Each book can be speech enabled & accessed using multiple interfaces including touch screens and 1-3 switches

<https://tarheelreader.org/>



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COMING SUMMER 2024

Tar Heel Reader joins the Building Wings family of literacy instruction resources with a new name and fresh look! Introducing Monarch Reader!

RECEIVE UPDATES ▶ TRY TAR HEEL ▶



"Open Books. Open Minds."

What is Monarch Reader™?

Monarch Reader is an online library of free books for beginning readers of all ages and adapted books for special education. The website includes a portal for adults to write an online book to add to the collection and share with others. We're honored to add this vast collection of early reader books formerly known as Tar Heel Reader to the Building Wings family of literacy instruction resources.

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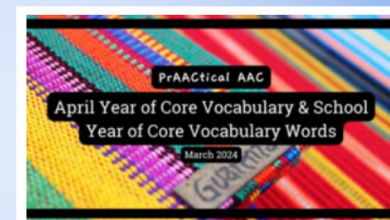
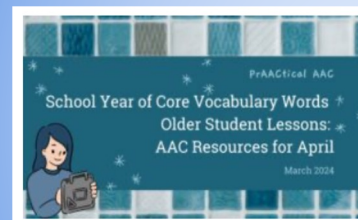
Things to Remember



- You must **teach and model** vocabulary if you want students to learn and use it.
- Vocabulary instruction should be **interactive, engaging and rich in context**.
- Using vocabulary in **multiple ways and contexts** will increase student understanding.
- **Combine new words with known words** to increase understanding of both.

37

Popular Pre-Made Resources

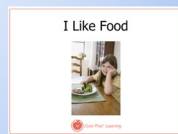
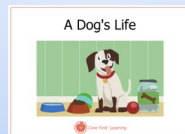


38

Boardmaker Core First Learning

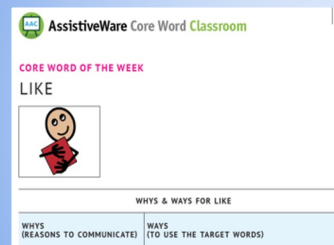


Day 1
Goal: Read the book *Where Did You Go?*
Task 1 - Introduce the word 'go' and the book title.
Instructor says: "We are going to read a new book today. It's called *Where Did You Go?* While we are reading the book, we can just check out the pictures and words and see what we notice. I'm going to point to the word 'go' as we go along."



39

AssistiveWare Core Word Classroom



LITERACY SUGGESTIONS



The following books have repeated lines
Green Eggs and Ham, by Dr. Seuss
What Do You Like?, by Michael Grejniec
I really like Stop, 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

40

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Teaching Core

Are you up for the challenge?

Carole Zangari:

“Teaching core words isn’t quick and it isn’t easy. Core language instruction isn’t simple and it isn’t always intuitive. What it is, though, is powerful. It’s teaching kids to fish for themselves rather than serving them up a plate. It’s laying a foundation so that they will ultimately be able to say what they want at any point in time. It’s worth it.”

41

Questions

42