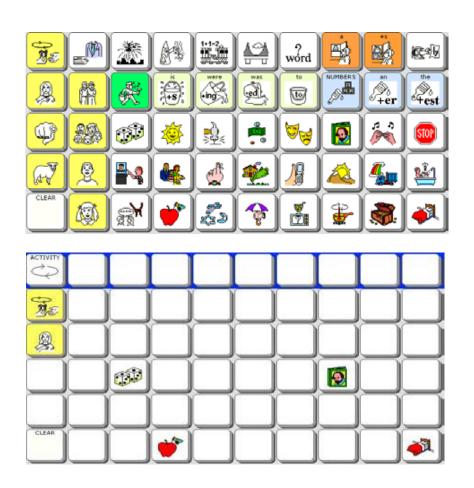
# Vocabulary Builder Guide





# **Vocabulary Builder Guide**

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# **VOCABULARY BUILDER GUIDE**

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#### **Section 1: INTRODUCTION**

Imagine a world where countless pages of activity-specific vocabulary and constant programming were eliminated. Imagine a world where once a child learned the placement of a word it never changed. These ideals have always been present in the Unity vocabulary system. But now... imagine a world where you could take the framework of the comprehensive vocabulary system in Unity and show only words that have been specifically chosen for an individual! This is the power of Vocabulary Builder!

This sounds ideal, but what are the clinical implications?

#### Situation 1:

Your individual is going out to eat with his class.



Old Way: Spend time programming "restaurant" words for this activity. Once the activity is over, these words are rarely used again because teaching words in an activity-specific context does not lead to generalization.



New Way: With Vocabulary Builder, a therapist or teacher could use the comprehensive Unity vocabulary and simply mask all vocabulary other than the restaurant vocabulary that the therapist selected. After the activity, these words remain in the same place to allow for generalization.

#### Situation 2:

Your individual is just beginning to use an AAC device, and you're reluctant to start with more than eight words.



Old Way: Start with eight squares and teach those words. When those words are learned, you have two choices: transition to fifteen squares or link the original eight squares to new vocabulary pages. Either way, the individual has to re-learn the initial vocabulary. Every time a modification or addition is made to the system, relearning must occur.



New Way: With Vocabulary Builder, a teacher/ therapist can begin with the smallest size key an individual can access but start with only a small number of selected words. Once these words have been learned, additional words can be added to the system, but the locations of the original words STAY THE SAME!

#### Section 2: UNITY OVERVIEW

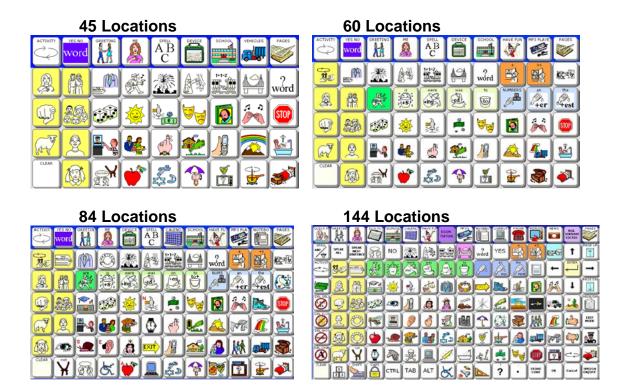
To understand Vocabulary Builder, you need to have a basic understanding of Unity.

**Unity** is a language representation system created to both follow and enable the typical language development process. From single words and short phrases to longer, grammatically correct sentences, people can progress through the stages of language development using Unity to achieve their full communication potential. The Unity vocabulary software is only available in the PRC augmentative and alternative communication systems.

- The **Unity** system uses a small set of easy-to-recognize icons combined in short sequences to produce words, phrases, and sentences.
- With a **Unity** system, children can begin to communicate before they can read.
- In a **Unity** system, the locations of the icons remain fixed, allowing **motor** patterns to develop for frequently used words and phrases.
- **Unity** is the only language system in AAC that takes advantage of **motor learning** to increase rate of communication and reduce cognitive effort.
- **Unity** systems focus on **frequently used words.** Research has shown that about 400 frequently used words make up more than 75% of our speech (regardless of age, gender, or background).
- Unity programs take advantage of this set of core words, providing short sequences of two or three icons to produce them.
- With the **Unity** language system, people can choose to say their own thoughts in their own words, and do not have to depend on the messages that other people store for them.

There are several different versions of the Unity program, depending on what device is being used. One way to select a version of Unity is by the number of icons/locations (45, 60, 84, or 144).

## 2.1 Number of Keys Available for Unity Programs



The more icons available, the easier the system will be. Although it is counterintuitive, more keys make a system easier because there is less sequencing or navigating required and more vocabulary available.

Once the number of icons has been selected, the Unity version must be determined. The two versions available (regardless of the number of keys) are Unity One-Hit and Unity Sequenced.

## 2.2 Unity One-Hit

In the **One-Hit programs**, every icon represents one word or phrase; therefore, there is voice output after every key is pressed. For example:

Keys Pressed	Voice Output	
eat	eat	
drink	drink	
Color	color	

One-Hit vocabularies may be the best place to start with individuals who are still learning cause and effect and need immediate reinforcement when selecting a word. When starting with a One-Hit vocabulary program, it is optimal to progress to a sequenced vocabulary as soon as possible since you will be limited by the available vocabulary. Some individuals may be ready for this transition after a few minutes, while others may stay at the One-Hit level for weeks or months depending on factors such as memory and attention. The longer an individual stays on a One-Hit level, the more they will need to re-learn when transitioning to a sequenced level. With Vocabulary Builder, many individuals can now begin at the sequenced level.

## 2.3 Unity Sequenced

In **sequenced vocabulary** programs, two or more icons must be pressed to hear each word (except for a few frequently used words). For example:

Keys Pressed	Voice Output
eat (Park Control of the Control of	eat
red	red
blue	blue
soda	soda
juice	juice

Sequenced vocabularies offer more vocabulary and the ability to access a richer and more complex language system that includes verb endings, more adjectives, prepositions, adverbs, etc. Since more vocabulary is available, it is easier to teach vocabulary that matches the individual's interests and level of language development. A sequenced vocabulary can be used by an emerging communicator as long as they are able to complete the motor sequence for the desired word without losing interest or becoming distracted.

Since sequenced vocabularies offer the greatest amount of language, it is the ultimate goal to have an individual at this level. Starting at a sequenced level eliminates the need to re-learn motor patterns when transitioning from a One-Hit to a sequenced version. This consistency in the positioning of icons is similar to what we experience using a computer keyboard. We become efficient in our typing skills because all the keys remain in a constant place. This allows us to focus on the skill of writing rather than locating the letters. This is similar to sequenced Unity in that an individual can focus on what they want to say rather than locating the icons / words.

Vocabulary Builder is the tool that will allow many individuals to start at the sequenced level.

#### Section 3: VOCABULARY BUILDER OVERVIEW

**Vocabulary Builder** is a therapeutic tool that allows you to easily teach new vocabulary within sequenced Unity. It is available in the ECO, Vantage Lite and Vanguard (Vanguard/Vantage version 5.05, ECO version 2.06 or higher). For so long, AAC professionals have been overwhelmed with the task of teaching hundreds of words to develop someone's language; however with Vocabulary Builder the number of visible words can be reduced to just those needed for a specific activity, conversation, or category of language. Ultimately it reduces the vocabulary load in both the teaching and learning process of Unity.

This therapy strategy of "masking" vocabulary allows support staff to teach a small amount of vocabulary which will eventually generalize. This tool also helps support the motor learning of where the vocabulary is located in the device and eliminates the problem of transitioning from a One-Hit Unity to a Sequenced Unity.

Think of the possibilities of planning for an arts and crafts activity and being able to quickly select vocabulary so only the key words needed for this activity will be visible, and all others will be masked. What is most exciting about Vocabulary Builder is that an individual's language can be provided to them in small chunks much like typically developing children learn language (see information on Brown's Stages: http://members.tripod.com/Caroline\_Bowen/BrownsStages.htm). As they are ready for more vocabulary, new vocabulary can be unmasked without overwhelming either the child or the staff with hundreds of words.



Vocabulary Builder works with sequenced Unity vocabulary programs. Page-based systems (i.e., WordCore or WordPower) have a very different structure. Vocabulary Builder was not designed to work with page-based systems.

## 3.1 Examples of Vocabulary Builder Use

Here are some additional examples of how Vocabulary Builder could be used:

- When starting out using AAC, use Vocabulary Builder to show highly motivating words, e.g., "go," "play," "more," "Mommy," "cookie." Once those words are taught and used, other words, especially core words, can be slowly introduced.
- ➤ If the AAC device will be introduced in one structured activity, use Vocabulary Builder to only show the vocabulary for that activity. Examples for music time might include: sing, play, music, go, stop, loud, quiet. After music time is over, bring all the vocabulary back for unstructured exploration.
- When going on a field trip, use Vocabulary Builder to show only the targeted vocabulary for that trip. Examples for a trip to an apple orchard might include: see, apple, red, yellow, I want, eat, don't, crunchy, sweet, sour.
- ➤ Use Vocabulary Builder to target reading words. Instead of creating a page for a week's reading words, use Vocabulary Builder to teach the words in a small subset. After you have taught the words and the individual has learned them, bring back all of the vocabulary and see if they can read their words or put them in a sentence.
- ➤ Use Vocabulary Builder to teach specific vocabulary goals.

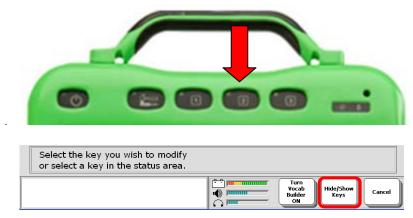
  Examples might include: doing a lesson on location words, use the words "put," "it," "under," "over," "on," "behind"; doing a lesson on describing words, use the words "it," "is," "pretty," "big," "little," "funny"; or doing a lesson that focuses on animals, use the words "cat," "dog," "fish," "rabbit."
- ➤ Use Vocabulary Builder to increase an individual's length of sentences. If an individual is using only one word in a sentence (e.g., "more," "go"), mask all words except for those being targeted for the sentences ("I want go," "You go," "I need more," "More please.")

## 3.2 Hide/Show Keys vs. Vocabulary Builder On/Off

It is important to understand the difference between hiding keys with Hide/Show Keys and masking keys with Vocabulary Builder.

#### **Hide/Show Keys:**

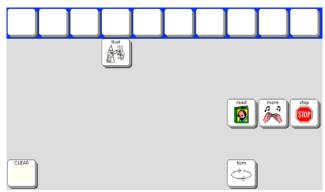
**Hide/Show Keys** is a feature that is assigned to Key #2 (Set Up Key) on the case of the device.



Once you select **Hide/Show Keys** then you have the option on the right side of the screen to select "**Hide All**" or "**Show All**."



In One-Hit Unity, this feature allows you to show only those keys that you want to target in any given activity. For example, you can select the "**Hide All**" function and then select the few words that you want to target in an activity. When targeting vocabulary during a reading activity, the words <u>read</u>, <u>turn</u>, <u>more</u>, <u>stop</u>, and <u>that</u> might be the only words showing.



The important fact to remember is that the Hide/Show feature works best with single hit vocabularies.

#### **Vocabulary Builder On/Off:**

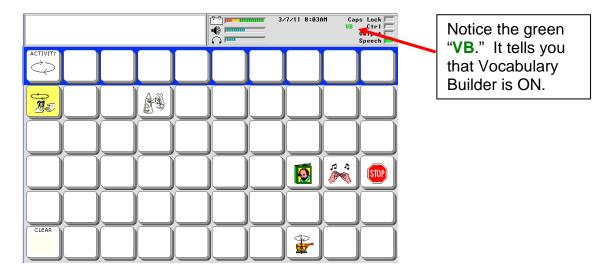
**Vocabulary Builder On/Off** is a feature used with the sequenced vocabulary options of Unity. This feature is also assigned to Key #2 (Set Up Key).



Once vocabulary has been chosen, then **Vocabulary Builder On/Off** works much like hide/show keys in One-Hit. Vocabulary Builder can be toggled from on to off using Key #2 (Set Up Key).



Essentially if all the vocabulary is visible in a given Unity version then Vocabulary Builder has been set to "off." If vocabulary has been selected for teaching purposes and the screen appears as if vocabulary is missing then Vocabulary Builder has been set to "on."



There are thousands of words in the sequenced versions of Unity. It is now possible to organize them in manageable groups. A group of words in sequenced Unity is called a "Sequence Set."

#### **Section 4: SEQUENCE SETS**

**Sequence Sets** are sets (groups) of targeted words with the icon sequences. These sets can be developed based on different activities (e.g., calendar time, field trip, or snack time), categories of words (e.g., prepositions, interjections, colors, names) or words specifically targeted during an academic subject (e.g., reading, science, social studies).

Once an individual has learned the vocabulary in a given Sequence Set, additional words can be added to that set, or sets can be merged together. When the individual is able to use the words in a set with all other words masked, try turning off Vocabulary Builder to see if the individual can use those words in the context of the full Unity vocabulary. All the words they just learned will be in the same position plus they will have access to all of the Unity vocabulary.



There are two different approaches to using Vocabulary Builder: (1) use the default sequence sets in the device or (2) create your own sequence sets.

## 4.1 Default Sequence Sets

(Vanguard/Vantage version 5.06 or higher, ECO version 2.07 or higher)

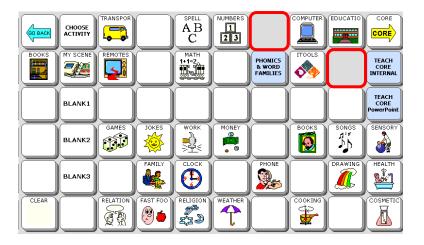
Sequence Sets have already been created and stored on the Vocabulary Builder Page. Follow the directions below to get to these Sequence Sets:



Select the **PAGES** key on the Activity Row. (Note: For our examples, we are using Unity 60 Sequenced. To get to this user area, please follow instructions in the manual for changing user areas within the TOOLBOX.)



Notice that two of the keys on the PAGES Page are hidden.



2 Select the **Set Up Key** (Key #2)

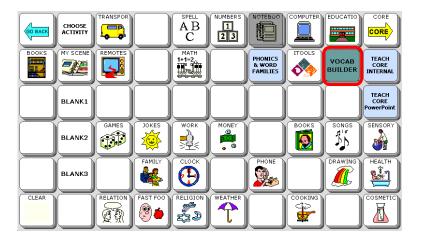


3 Select Hide/Show Keys.

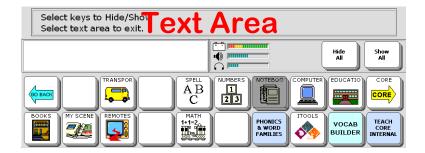


Notice that two keys are grayed out (hidden).

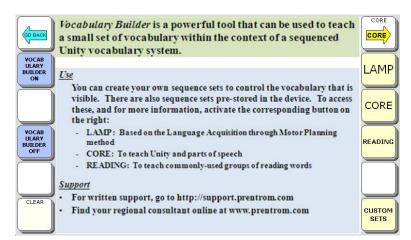
Select the key that says **VOCAB BUILDER** to change it from Hidden to Shown.



Select the text area to exit the Hide/Show Process.



Select the Vocabulary Builder key and you will see the keys to access the Sequence Sets: LAMP, CORE, and READING.





The following sections provide an in-depth description of these Sequence Sets.

### 4.1.1 Descriptions of Default Sequence Sets

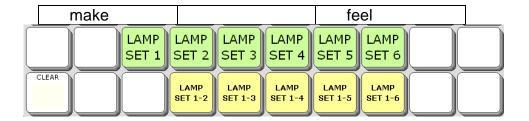
**Default Sequence Sets: LAMP SETS** 

The LAMP (Language Acquisition through Motor Planning) vocabulary sets were designed specifically for individuals with autism who are just beginning to learn Unity. The words chosen for the LAMP sets reflect the words LAMP-trained clinicians typically teach first and represent a variety of communicative functions. These words can be used in various activities and settings throughout the day to allow for plenty of learning opportunities. They are easy to incorporate into sensory motor activities and/or can be reinforced with a visual response or reaction which is beneficial for teaching initial vocabulary to individuals with sensory needs and limited receptive vocabulary. There are several "opposites" in the sets. By teaching these together, the meaning of one word is enhanced by learning the meaning of its opposite. For example, "Do you want the 'big' cookie or the 'little' cookie?"; "Should we swing 'fast' or 'slow'?"; "Let's crawl 'in' the box, then 'out' of the box."; "Turn the video 'on' or turn it 'off."; "I' jump or 'you' jump."

LAMP sets are developed as a **convenience** and **guide** for implementation but do not have to be used exactly as presented or at all. While most of the words below can be incorporated into many different activities, if there is vocabulary that would be more appropriate for the activity the individual is interested in, feel free to teach it within those natural opportunities. The LAMP sets are designed to be used during teaching opportunities; however, often an individual will learn vocabulary through independent exploration so it may be beneficial to turn Vocabulary Builder off when not providing direct instruction (unless the individual's ability to access learned words deteriorates significantly when the full screen is available).

For more information about the LAMP method, see the Center for AAC and Autism at <u>AACandAutism.com</u>.

Set 1:	Set 2:	Set 3:	
more	turn	big	
stop	on	little	
go	off	get	
eat	want	fast	
drink	my	slow	
		color	
Set 4:	Set 5:	Set 6:	
I	in	please	
you	out	help	
that	need	hi	
1	1	thank you	
play	put	thank you	
come	put open	thank you good-bye	

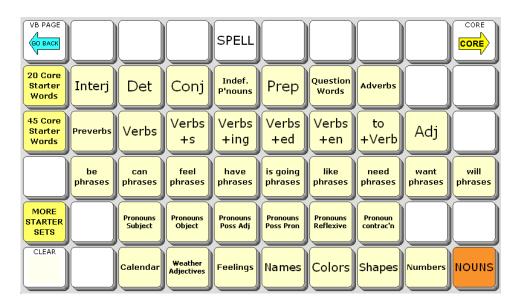


#### **Default Sequence Sets: CORE SETS**

These sets were developed to help teach Unity. The words used most frequently have been divided into manageable groups by parts of speech or grammatical category. Sets can be loaded individually or merged with additional sets as needed.

The vocabulary for the 20 Core Starter Words, the 45 Core Starter Words, and the grammatical categories were taken from several sources: (1) Banajee's study: "Core Vocabulary Determination for Toddlers"; (2) Beukelman's study: "Vocabulary Use Patterns in Preschool Children"; (3) Vocabulary from the LAMP sets 1-4; and (4) vocabulary used in the Lesson Plans for Stages 1 and 2 in the AAC Language Lab.

For lesson plans and additional strategies to teach these words, see the AAC Language Lab at AACLanguageLab.com.



#### **Core Sets: Starter Sets**

Four sets of starter vocabulary have been developed. The Starter Sets were created so that a beginning communicator would have words from most or all grammatical categories so that the individual can begin generating phrases and sentences immediately. Choose the set that provides the amount of vocabulary the individual is ready to use.

#### The starter Sequence Sets are:

- 20 Core Starter Words: 20 words
  45 Core Starter Words: 45 words
  Core from Unity 60 One-Hit: 47 words
- Unity 60 Basic Patterns

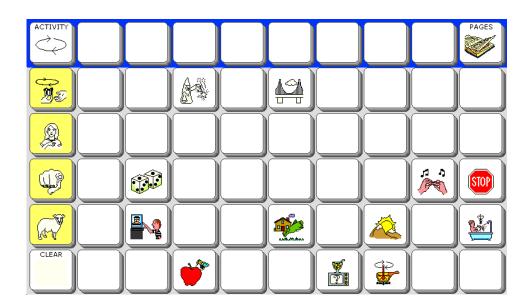


All words in the Sequence Sets are individual words (I, you, it, like, do); however, you can choose to add the phrases for efficiency (I like, you like, do you like, etc.). Instructions for adding phrases are found in Section 6, Page 52.

The following section contains additional information about each Starter Set.

## 20 Core Starter Words:

Verbs:	Pronouns:	Prepositions:	Adjectives:
drink	I	in	more
eat	my	out	
get	you	on	
go		off	
help			
play	Determiners:	Question	Interjections:
stop	that	Words:	all done
turn		what	
want			



## **Core 45 Starter Words:**

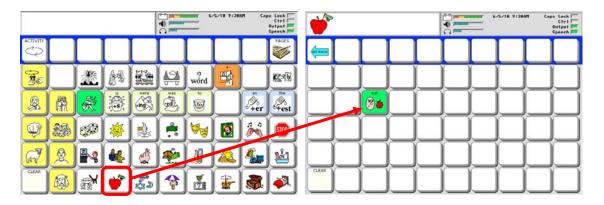
Verbs:	Pronouns:	Prepositions:	Adjectives:
color	I	in	more
come	me	out	big
do	my	under	little
drink	mine	on	fast
eat	you	off	slow
feel	it		
get			
go	Interjections:	Determiners:	Question
help	please	that	Words:
look	all done	some	what
make			
play	Adverb:	Names:	Other:
put	here	mom	yes
read		dad	no
sleep			don't
stop			
turn			
want			
work			



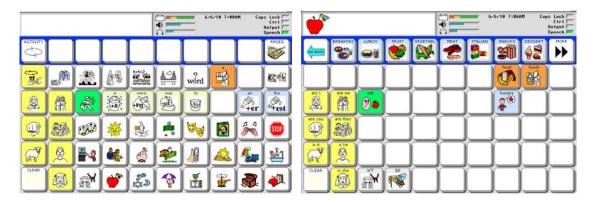
When you select the MORE STARTER SETS key you will find two additional Sequence Sets of starter vocabulary.

MORE STARTER

Core from Unity One-Hit: This set is designed for individuals who have been using Unity One-Hit and are ready to make the transition but need to start with only the words learned in Unity One-Hit. At the One-Hit level, the word was spoken when an icon was activated, whereas at the sequenced level, the individual will see additional icons after the first hit. This Sequence Set reduces the second hit to a choice of only one icon representing the word from the One-Hit level.



**Unity Basic Patterns (45, 60, 84, 144):** This set gives a verb, adjective, and noun plus categories and subcategories for each icon. It does not give grammatical endings or words that require three different icons in the sequence. The grammatical endings can be unmasked as needed.



#### **Default Sequence Sets: READING SETS**

The reading sets make words available that are found most frequently in reading curriculum and on common word lists such as Dolch or Fry.

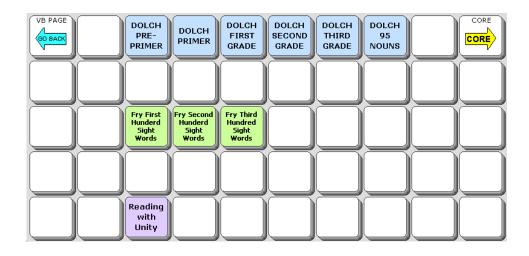
**Dolch:** There are many web sites that provide a list of the Dolch Words along with suggested teaching materials. Here are just a few:

- Mrs. Perkins Dolch Words: http://www.mrsperkins.com/dolch.htm
- The School Bell Dolch Kit: http://www.theschoolbell.com/Links/Dolch/Dolch.html
- Kid Zone: http://www.kidzone.ws/dolch/index.htm
- Quiz Tree: http://www.quiz-tree.com/Sight-Words\_main.html

**Fry:** The following web sites are just a few of the many that contain the Fry words lists along with teaching materials.

- Fry 300 Instant Sight Words: <a href="http://www.usu.edu/teachall/text/reading/Frylist.pdf">http://www.usu.edu/teachall/text/reading/Frylist.pdf</a>
- Fry's Word Lists Activities: <a href="http://w4.nkcsd.k12.mo.us/~kcofer/fry\_words\_pg.htm">http://w4.nkcsd.k12.mo.us/~kcofer/fry\_words\_pg.htm</a>
- Fry Word Lists: <a href="http://www.oe.k12.mi.us/balanced\_literacy/fry\_word\_lists.htm">http://www.oe.k12.mi.us/balanced\_literacy/fry\_word\_lists.htm</a>
- Sight Vocabulary Fry Words: <a href="http://candohelperpage.com/sightvocab\_1.html">http://candohelperpage.com/sightvocab\_1.html</a>
- Unique Teaching Resources <a href="http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html">http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html</a>

Reading with Unity: The Reading with Unity set makes words available that are most commonly found in the early years of teaching reading skills to individuals. This set is comprised of 150 words that include basic sight word vocabulary found in the Dolch preprimer and primer word lists as well as first grade reader text. In addition, the vocabulary set includes regular plural (+s) and past tense verb endings when appropriate for the words taught in this list. This vocabulary set might be appropriate for early literacy learners in grades Pre-K thru Grade 1.



## 4.1.2 Using Default Sequence Sets

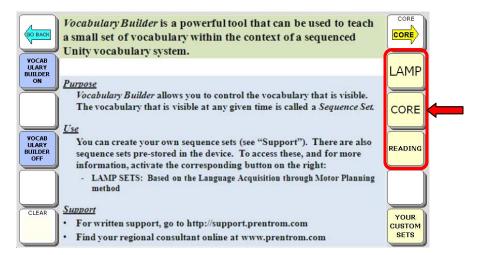
When people begin using Vocabulary Builder, it may be best to choose a Starter Set of vocabulary (Core Starter Sets 20 or 45) and later merge additional Sequence Sets (vocabulary) as needed. If the individual is moving up from Unity One-Hit, you might want to consider using Unity One-Hit Words, or if the individual is ready for more, try Unity Basic Patterns.



For our example we will use Unity 60 Sequenced. To load a starter Sequence

Select the PAGES key and then select the Vocabulary Builder key. You now have the choice to select a LAMP set, a CORE set, or a READING set.

To practice, select CORE.





Before continuing, read about LOAD and MERGE below.

VOCAR

#### **Default Sequence Set Use: LOAD or MERGE**

When the set has been selected, two options will be available: LOAD or MERGE

the set. When a Sequence Set is LOADED, all of the vocabulary is masked except for the words in that set. When a Sequence Set is MERGED, both sets of vocabulary (the original and merged) will be visible.

If just beginning, choose LOAD SEQUENCE SET . If a set has already been

loaded, and more vocabulary is needed, choose MERGE SEQUENCE SET



For our example, select: LOAD SEQUENCE SET. The following page will appear:



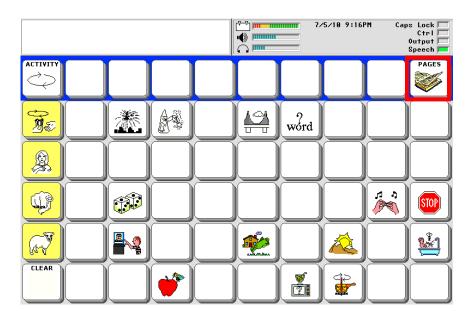
2 Select 20 CORE STARTER WORDS.

MERGE

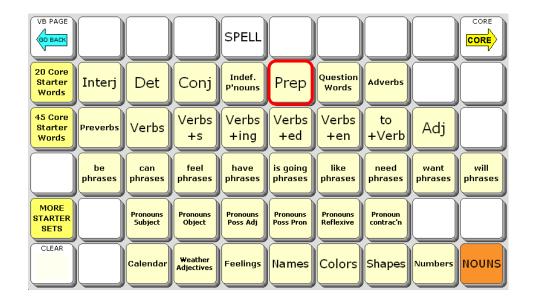
After waiting less than one minute, the screen will return to Unity 60 Sequenced, but with only 20 words visible! Explore which words are available. Take special note of the prepositions that are stored in this set by hitting the bridge (PREP) icon.

In our example, the individual is making progress with the 20 CORE STARTER Set. We want to expand the individual's vocabulary by adding additional prepositions. To do this, we need to MERGE another Sequence Set.

## Go to **PAGES**.



- Select Vocabulary Builder
- Select **CORE** (This is where the Prepositions Sequence Set is located.)
- We now want to MERGE a Sequence Set (prepositions) into our current Sequence Set (CORE 20), so select MERGE SEQUENCE SET
- Select PREP.



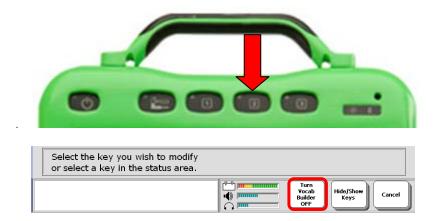
- Wait a short time and the set will merge and return to the core screen. Although the screen looks the same, select the bridge (PREP) again and notice that many more prepositions have been added.
- Repeat these steps (Steps 4-9) to MERGE colors into your Sequence Set.



It is EXTREMELY important to remember that if you create a custom set of vocabulary (either by creating your own list or merging Sequence Sets together) you must SAVE your custom set before you LOAD a new Sequence Set.

## **Vocabulary Builder On/Off**

To see if the individual can use these words within the entire Unity program, select the Set Up Key (Key #2) and turn Vocabulary Builder Off. If necessary, Vocabulary Builder can be turned back on with the Set Up Key (Key #2).







We have learned about the Default Sequence Sets within PRC devices:

- (1) We have loaded Default Sequence Sets.
- (2) We have merged in additional Sequence Sets.

## 4.2 Creating Your Own Sequence Sets

**Vocabulary Masking on the Fly** is a new feature available in Vanguard/Vantage version 5.05 or higher, ECO version 2.06 or higher. It is assigned to Key #3 in all sequenced versions of Unity in Vantage Lite or ECO. This feature allows you to quickly make a Sequence Set for a specific activity.

**Note:** If you have a Vantage or Vanguard (with only two user-defined keys), see Section 6 (Helpful Hints for Vocabulary Builder) for instructions on storing Vocabulary Masking On The Fly.



There are two ways to create a Sequence Set: (1) Spell words to unmask in the Mask Menu (Spelling Method) or (2) use icon sequences to unmask the words (Sequencing Method).

## 4.2.1 Spelling Method (Using the Mask Menu)



In this example we will make a Sequence Set for a trip to the zoo.

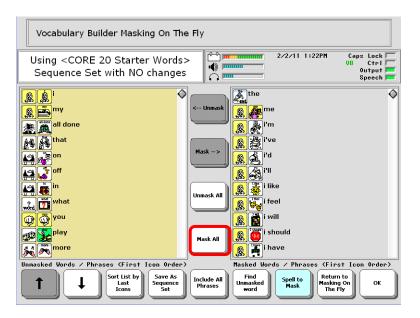
Select Vocabulary Masking on the Fly (Key #3)



Choose Go to Mask Menu.

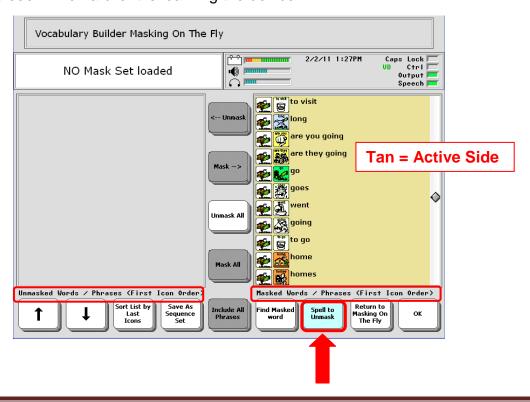


For this example we want to mask all the words except the ones for the field trip. To mask all the words, select **Mask All**.



Your device should now look like this.

Words being targeted will be displayed on the left side of the screen (unmasked words); masked words are on the right side. Masked words are words that will not be seen when a client is learning the device.



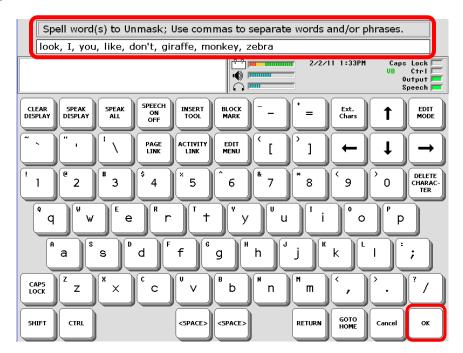


5

Pay close attention to the side that is active indicated by the tan background. Select the side to make it active.

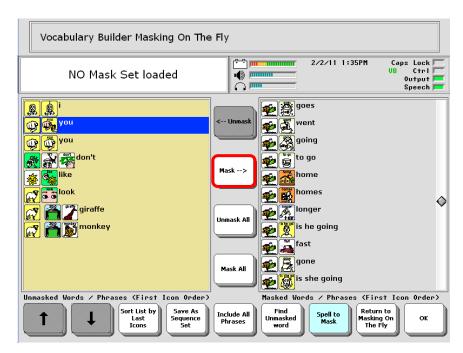


Type the list of words by separating each word with a comma. For our example of taking a zoo trip, let's type the words: <u>look</u>, <u>l</u>, <u>you</u>, <u>like</u>, <u>don't</u>, <u>see</u>, <u>giraffe</u>, <u>monkey</u>, <u>zebra</u>,



Select OK.

The icon sequences of words for the list will be on the left side of the screen.



It is up to the support staff to determine the desired icon sequence for a word. Every possible sequence for a given word will be displayed on the left side of the screen. The list of sequences on the left may need to be edited to determine which sequence should be taught first. Notice that in this list there are two icon

sequences for the word "you":



Mask -->

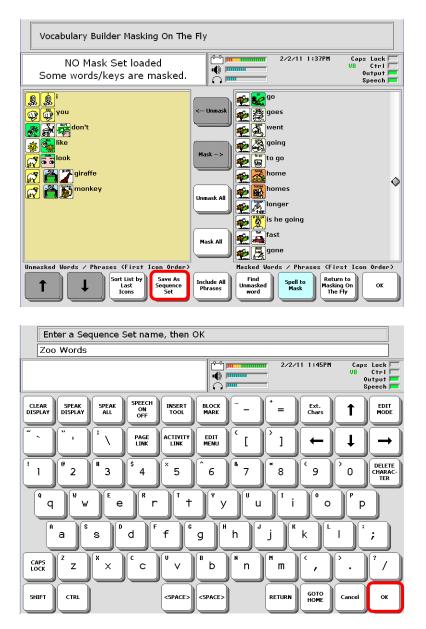
Mask any words (or icon sequences) you don't wish to teach by selecting the

word (icon sequence) and selecting Mask \_\_\_\_\_. In this example, if you don't

want highlight it and select Mask. It will move from the unmasked side to the masked side of the screen.

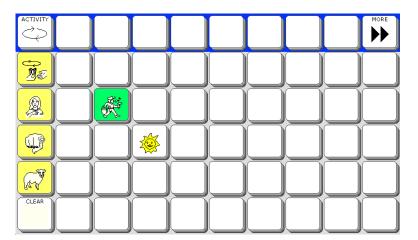
# **Save Sequence Set**

If you want to be able to use this set in the future, select **Save As Sequence Set** and enter a name for the set. For this set, we will use "zoo" words.



- **10** Select **OK**.
- 11 To exit the Mask Menu, select **OK** again.

The only icons showing are the ones for the zoo activity.

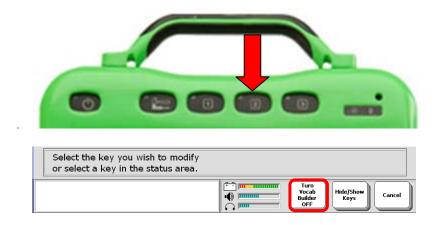




Using a Sequence Set (like the words in the zoo activity) allows you to teach vocabulary in manageable amounts before attempting to use the full Unity program.

# **Vocabulary Builder On/Off**

To see if the individual can use these words within the entire Unity program, select the **Set Up Key** (Key #2) and turn Vocabulary Builder off. If necessary, Vocabulary Builder can be turned back on with the Set Up Key (Key #2).



# 4.2.2 Sequencing Method (Unmasking Icon Sequences Manually)

If you know Unity well, you might find it easier to simply unmask the icon sequences.

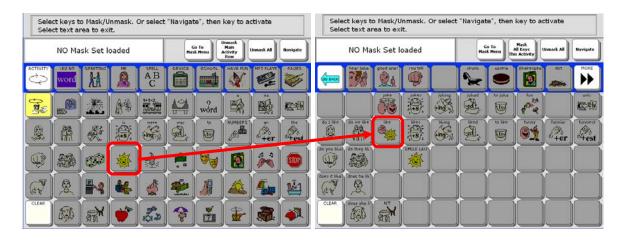


In this example we will use the Sequencing Method to make our zoo Sequence Set.

- Go into Vocabulary Masking on the Fly (Key #3).
- If you want to have all keys masked except for the words in your new Sequence Set, choose Mask All.



To unmask the word "like" select the SUN and then the VERB icon (to say "like").





Since the zoo animals are stored within an Activity Row subcategory, we will need to use the "navigate" function to unmask them.



When selecting the icons for a sequence, the icons will be unmasked (lit) when the entire sequence is completed. Don't expect to see them lit until you complete the sequence.

# 4.2.3 Using the Navigate Function

When in Masking on the Fly, using the Navigate key will cause a key to perform the function that it was programmed to do.

Notice that when you select the Navigate Key, the Text Display tells you which keys will "Navigate."

Select key with Page/Activity Link, More, GoTo Home, Choose Activity, GoBack Select text area to exit.

If any of these functions are stored on a key, the Navigate function will work. Otherwise, the key will only change from masked (gray) to unmasked (white) when selected.

TRY IT!

To see how this works, we will use the following examples.

# Example 1: Navigating Activity Subcategories, MORE ITEMS, and GO BACK

In our zoo example, the animals in a subcategory begin with the



Select the icon (you should still be in Vocabulary Masking on the Fly) to see the subcategories for the animals.

Select ZOO to unmask the ZOO icon.



3 Next select "Navigate" and select the ZOO icon.



Unmask the **Go BACK** icon and any of the animals you want in this row. For this activity, we want to unmask "giraffe," "monkey," and "zebra."



If you want to unmask more animals, select "Navigate" and select the MORE items key to go to the next row. (Notice that if you select the MORE items key without first selecting Navigate, you will simply mask that key. We don't want to mask it; we want to navigate to the next row.)

Unmask the GO BACK key and any animals you want in this row.



- If you want to go back to the sub categories of animals, select the **Navigate** key and then select **GO BACK**. (Again, notice that if you select GO BACK before you select Navigate, you will mask the GO BACK key. We don't want to mask the GO BACK key; we want to navigate back to the subcategories of animals.)
- To get back to the Core, select **Navigate** and then **GO BACK** or select any key in the core that doesn't have an icon.



### **Example 2: Navigating a PAGE LINK and Unmasking Keys on a Page**

So far, we have been able to unmask core words and words in subcategories of Activity Rows. We can also unmask words on a page. For our example, let's say that we wanted to have access to the CLOCK Page while at the zoo.



- Select the **PAGES** Key to unmask it. (Make sure you are still in Vocabulary Masking on the Fly Key #3).
- Now select Navigate and select the PAGES key to go to the PAGES Page.

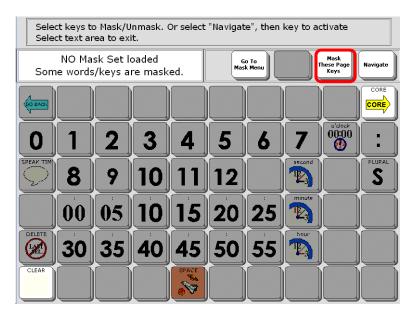
Notice that if you now want to go to the CLOCK Page, and you select CLOCK while in Masking on the Fly, the CLOCK key simply changes from "Masked" to "Unmasked." It does not take you to the CLOCK Page.

- Unmask the CLOCK key by selecting it.
- To get to the CLOCK Page, select Navigate and then the CLOCK key.



Notice that most of the icons on the CLOCK Page are still masked.

You can individually unmask each icon by selecting the desired one(s) or select **Mask These Page Keys** and then **Unmask These Page Keys** (it's a toggle) to unmask every key on the page.







Before navigating to the page or activity, remember to unmask the key that takes you there. You can navigate through a masked key but if you forget to later unmask that key, you will still have no access to that page or activity when you have Vocabulary Builder on.

# 4.2.4 Saving a Sequence Set

If you want to keep this Sequence Set to use later, you need to save it.

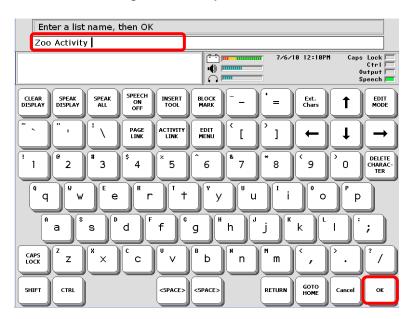
To save the set, select Go to Mask Menu.



2 Select Save As Sequence Set.



- 3 Type the name for your new Sequence Set (i.e., Zoo Activity) and select OK
- Select **OK** twice to exit Masking On The Fly.





So far, we have learned how to use **Vocabulary Masking On The Fly** to:

- create a Sequence Set by typing a list of words in the Mask Menu (if you're not familiar with Unity)
- create a Sequence Set by unmasking icon sequences (if you know Unity well)
- use the navigate function to unmask vocabulary in subcategories/ pages
- name and save a Sequence Set for later use.

Now that you've been using the zoo set for a while, you might want to add some more words.

# 4.3 Adding Words to a Sequence Set

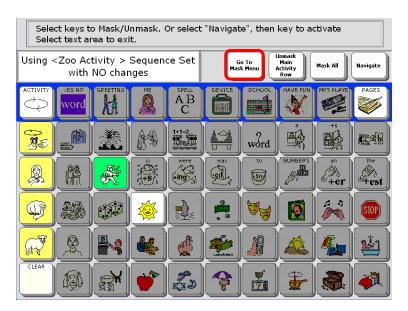
Words can be added to both Default Sequence Sets and Sequence Sets that you have created. There are two ways to add words to a Sequence Set: (1) typing a word list using the Vocabulary Masking Menu or (2) unmasking the icon sequences using Vocabulary Masking on the Fly.

# 4.3.1 Spelling Method (Using the Mask Menu)

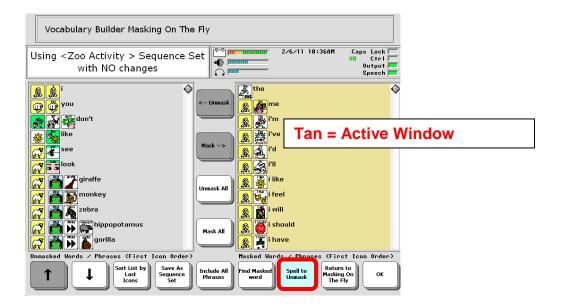
If you are not familiar with Unity and don't know the icon sequences for the vocabulary you want to add, you can type in the words you want to unmask.



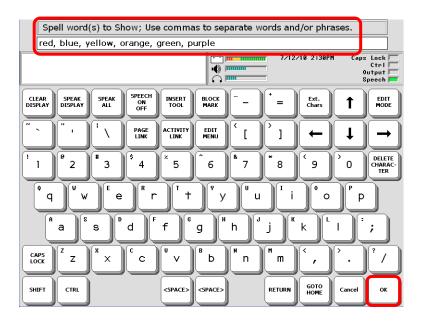
Select Masking on the Fly (Key #3) and then select Go to Mask Menu. [Note: Selecting Masking on the Fly turns Vocabulary Builder ON and leaves it ON.]



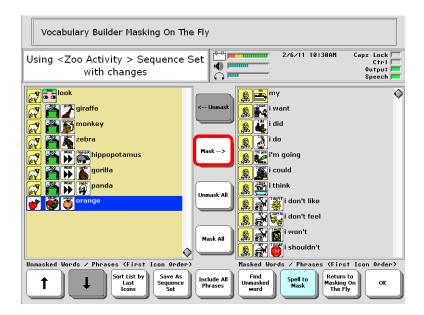
You are now ready to mask or unmask words. First, notice which window is active – the tan color indicates the active window. The words in your current Sequence Set (i.e., Zoo Activity) should already be on the left (unmasked) side.



- If the right side is not active (tan), select it to make it active. Select **Spell to Unmask** and type the word or words you want to add to your Sequence Set.
- Suppose you want to add some color words. Type the words; "red," "blue," "yellow," "orange," "green," "purple." Be sure to put a comma after each word. Then select OK.



**Note:** Before you exit this menu, you might want to look over your list. For words that have more than one possible sequence, all of the sequences for that word will be unmasked. Notice that the word "orange" has two sequences (the color orange and the fruit). Since we want just the color orange and not the fruit, select the sequence for the fruit orange and then select **Mask** to move it to the **Masked** side.



When your list looks the way you want, select **OK** to exit the Masking Menu.



Before exiting the Masking Menu, you might want to select Save Sequence Set and save your changes, with either the current name (i.e., Zoo Activity) or with a new name to include the newly added vocabulary. If you don't, if you decide to load a new list, you will lose your newly created custom list.



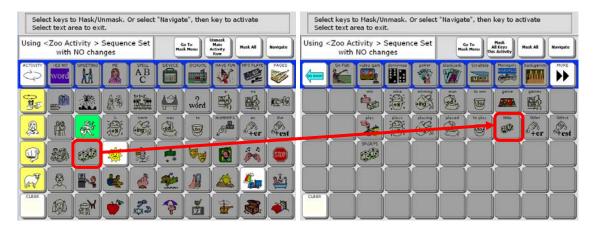
# 4.3.2: Sequencing Method (Unmasking Icon Sequences Manually)

If you know the icon sequences for the vocabulary you want to add, you can select Key #3 Masking on the Fly and unmask the words you want to use.

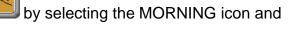
Let's say we quickly want to add the words "big" and "little."

Select Vocabulary Masking on the Fly (Key #3).

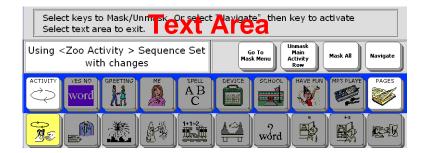
Select the icon sequences of the words you wish to add. In this example, if you want to add "little" and "big," select the DICE icon and then the adjective "little."



You can now unmask "big" then the adjective "big."



Select the Text Area to exit Masking on the Fly.





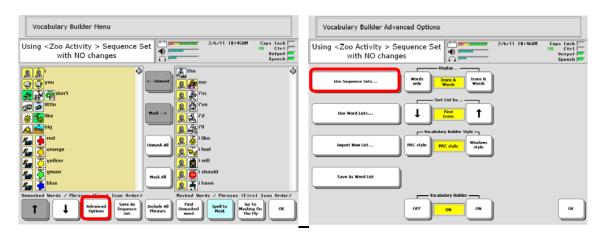
### Section 5: LOADING SEQUENCE SETS

If you want to load a previously created Sequence Set (i.e., Zoo Activity) at a later time, you can either go into the TOOLBOX to the Vocabulary Builder Menu or store the Sequence Set on a key.

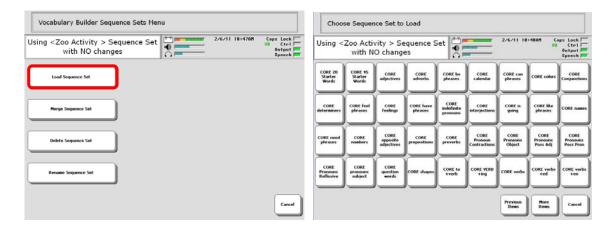
# 5.1 Loading Sequence Sets from the Toolbox

After you create a Sequence Set, you can always go into the **TOOLBOX** to the

VOCABULARY BUILDER MENU, select Advanced Options and then select Use Sequence Sets...

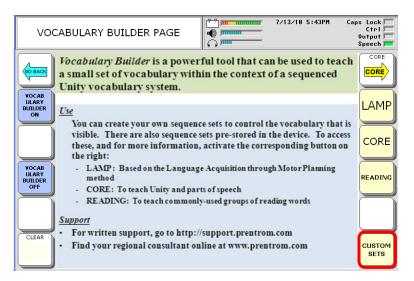


Then select Load Sequence Set and select the set you want to load.



# 5.2 Storing a Sequence Set on a Key

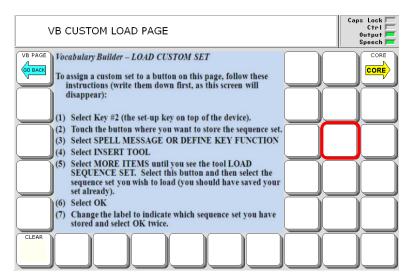
An easier way to access a created Sequence Set is to include it on a Vocabulary Builder Page. This will eliminate having to go into the TOOLBOX. Notice that there is a set of pages where you can store CUSTOM SETS.



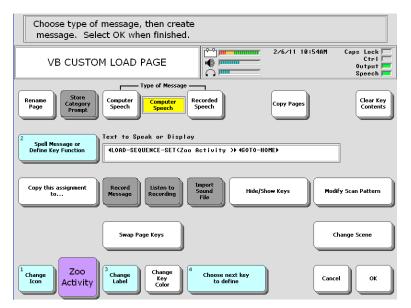


Let's add our newly created "zoo" list on the CUSTOM SETS Page.

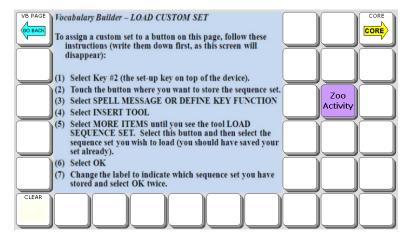
- Go to the VOCABULARY BUILDER PAGE.
- 2 Select the CUSTOM SETS Page.
- 3 Select the **LOAD CUSTOM SETS** Page.
- Select the **Set Up Key** (Key #2) and choose one of the blank keys.



- 5 Choose Spell Message or Define Key Function.
- Select INSERT TOOL.
- Choose LOAD SEQUENCE SET (You will need to select MORE ITEMS until you see it.).
- Select the set you want to load (i.e., Zoo Activity).
- Select INSERT TOOL.
- 10 Choose GO TO HOME.
- Select OK.
- 22 Select Change Label and type the label (i.e., Zoo Activity), then select OK.
- Select Change Key Color (optional), select the color you want, then select OK.
  Your device should look like this:



**14** Select **OK** to exit.





### Section 6: HELPFUL HINTS FOR USING VOCABULARY BUILDER

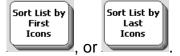
## 6.1 Sorting by Word, First or Last Icon

When in the Mask Menu, there are three ways that words and sequences can be sorted. They can be in word (alphabetical) order, sorted by the first icon, or sorted by the last icon in the sequence.



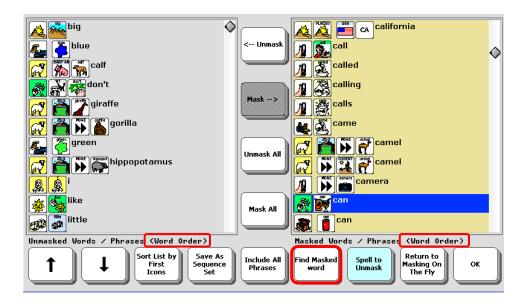
Sort List by Words

The sort key is a toggle function that changes between the three formats:

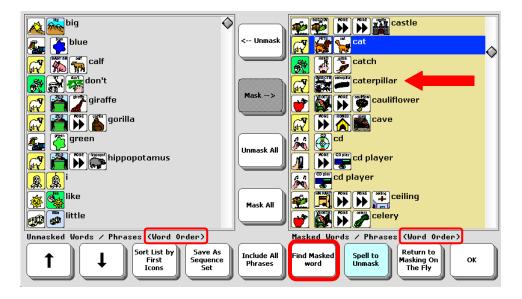


### Lists sorted by Word (alphabetical) Order:

Sorting words by word (alphabetical) order is helpful for finding all of the options for that word. Select **Find Masked Word** and spell "can." Notice that you have two choices for the word "can" (a verb and a noun) plus all the pronoun phrases that begin with "can."

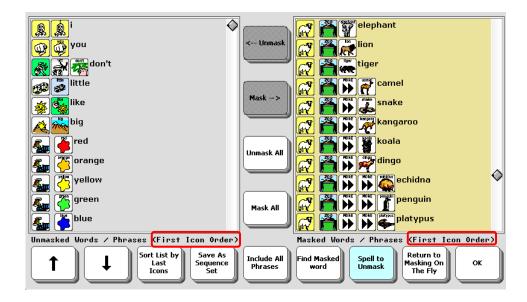


It is also helpful if you don't want to spell the whole word. If you want to find the word "caterpillar," you can select **Find Masked Word** and type the word "cat" and see all of the words beginning with "cat."



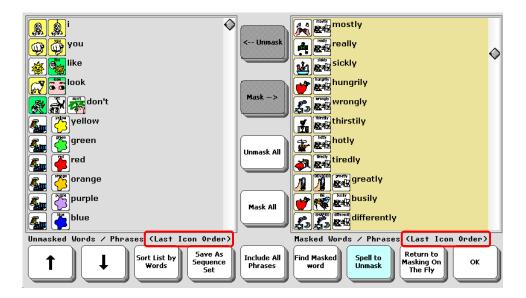
### Lists sorted by First Icon:

Sorting words by first icon is helpful for finding all the words in a category or group (i.e., zoo animals). Notice that with all the animals together, you don't need to spell each animal. Select the animal and then select **Unmask** to add that animal to your Sequence Set.



# Lists sorted by Last Icon:

Sorting words by last icon is helpful for finding all the words in a grammatical category (i.e., adverbs). This is a useful way to find all the "–ly" adverbs in your program.





To use Find Masked Word or Find Unmasked Word, pay attention to which side is the active side (tan background). Remember, you can make a side active by selecting it.

# 6.2 Including all Phrases

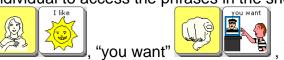


"I like"

If your Sequence Set contains some pronouns and some preverbs ("I"



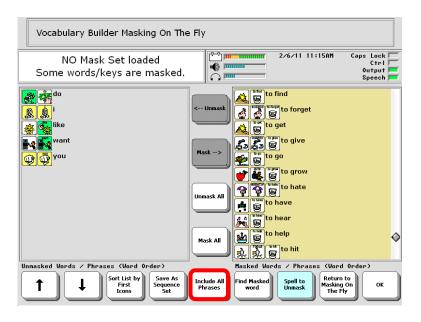
individual to access the phrases in the shortest way ("I want"



"you like

, you can use the

Include All Phrases key.



Vocabulary Builder will automatically add any phrases in Unity that can be made with

the words in your Sequence Set ("I want"



"you want"





I want"

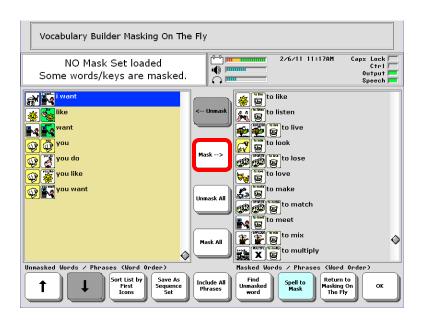


"do you want"





Notice that you also get the sentence starter ("I want" ("I want"). If you don't want this phrase, select it and select the Mask key to move it back to the Masked side.



# 6.3 Storing Vocabulary Masking On The Fly

In all devices that have three keys (i.e., Vantage Lite and ECO), **Vocabulary Masking On The Fly** has been assigned to Key #3. If you have an older Vantage or Vanguard that has only two User Defined keys, you do not have a third User Defined Key for Vocabulary Masking On The Fly.

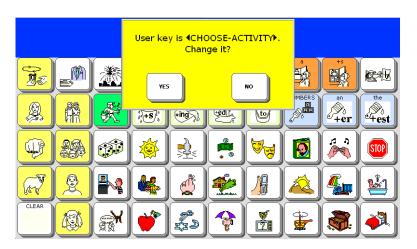
In the Vantage and Vanguard, CHOOSE ACTIVITY is assigned to User Key #1. You can choose to reassign that key to have **Vocabulary Masking On The Fly**. To do this:

- Go into the TOOLBOX.
- Select Assign Core Keys the first green key.
- Select User Defined Key #1.



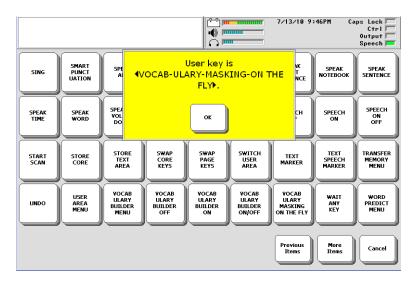
You will get a message that User Defined Key #1 is CHOOSE ACTIVITY.

Select YES to change it.





Select **MORE ITEMS** until you see Vocabulary Masking On The Fly Choose **Vocabulary Masking On The Fly**.



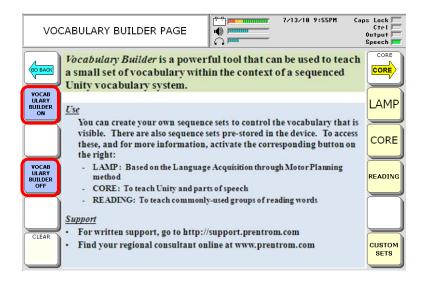
- Select OK.
- Select OK again to exit the TOOLBOX.

# 6.4 System Lock Limitations

If the system lock is turned on in the TOOLBOX, you won't be able to access the Set Up Key; therefore you won't be able to use the Set Up Key (Key #2) to turn Vocabulary Builder on and off.

You have two options:

(1) You can turn Vocabulary Builder on and off from the Vocabulary Builder Page.



If you chose to access Vocabulary Builder On and Vocabulary Builder Off from the Vocabulary Builder Page, you need to make sure that you have unmasked the PAGES Key and the VOCAB BUILDER Key.

(2) You can assign Vocabulary Builder On / Off to User Defined Key #1.

If you chose to assign Vocabulary Builder On/Off to User Defined Key #1 and you get into a situation where you need to use CHOOSE ACTIVITY and it's not available, you can always turn Vocabulary Builder Off with Key #1 that now has Vocabulary Builder On/Off and then use the icon sequence that contains CHOOSE ACTIVITY

# **Section 7: REFERENCES**

Brown, Roger (1973). *A First Language: The Early Stages.* Cambridge: Harvard University Press.

Banajee, DiCarlo, & Stricklin; Core Vocabulary Determination for Toddlers, Augmentative and Alternative Communication, June 2003, Vol. 19

Marvin, Beukelman, & Bilyeu; Frequently Occurring Home and School Words from "Vocabulary-Use Patterns in Preschool Children" Effects of Context and Time Sampling," Augmentative and Alternative Communication, December 1994, Vol. 10

Language Acquisition Through Motor Planning (LAMP). See <u>AACandAutism.com</u>.

# Appendix A: LAMP SETS

Set 1	Set 2	Set 3
more	Turn	Big
stop	On	Little
go	Off	Fast
eat	Want	Slow
drink	My	Get
	·	Color
Set 4	Set 5	Set 6
	In	Please
You	Out	Help
That	Need	Hi
Play	Put	Thank you
Come	Open	Good-bye
Look	01	D I
LOOK	Close	Read

# **Appendix B: CORE SETS**

# 20 Core Starter Words:

**VERBS:** 

drink go stop eat help turn get play want

**PRONOUNS:** 

my you

**PREPOSITIONS:** 

in on out off

**ADJECTIVES:** 

more

**DETERMINERS:** 

that

**INTERJECTION:** 

all done

**QUESTION WORD:** 

what

# 45 Core Starter Words:

**VERBS:** 

color go read help come sleep look stop do drink make turn eat play want put feel work

get

**PRONOUNS:** 

I my you

me mine

**PREPOSITIONS:** 

in under off

out on

**ADJECTIVES:** 

more big

**INTERJECTIONS:** 

please all done

**DETERMINERS:** 

that some

NAMES:

mom dad

OTHER:

yes don't

no

**QUESTION WORD:** 

what

ADVERB:

here

# Core from Unity 45 One-Hit

**VERBS:** 

color go read help come sleep do like stop drink make turn eat need want feel play work

get

**PRONOUNS:** 

I he we you she they it my

PREPOSITION:

to

**PREVERBS**:

is

**ADJECTIVE:** 

more

**DETERMINER:** 

that

**QUESTION WORD:** 

what

**INTERJECTION:** 

please

**CONJUNCTION:** 

and

**NEGATIVE:** 

don't

# Core from Unity 60 One-Hit

**VERBS:** 

have read are color help say come is sleep do like turn drink make want eat need was feel play were get put work

go

**PRONOUNS:** 

you my

**PREPOSITIONS:** 

in to

**PREVERBS**:

are was is were

**ARTICLES:** 

a an the

ADJECTIVE: ADVERB:

more there

DETERMINER: CONJUNCTION:

that and

QUESTION WORD: NEGATIVE:

what don't

# Core from Unity 84 One-Hit

### **VERBS:**

ask have color hear help come do know drink like drive live eat look end make feel need get play put

say

sit

sleep stop

talk

think

turn

want

wear

work

**PRONOUNS:** he we she me they

read

you my

it

go

**PREPOSITIONS:** 

in on with to

**PREVERBS**:

are was is were

**ARTICLES:** 

а an the

**ADJECTIVE:** 

big right slow fast

more

**ADVERB:** 

there

**DETERMINER:** 

that

**CONJUNCTION:** 

and

**INTERJECTION:** 

please

**QUESTION WORD:** 

what

**NEGATIVE:** 

don't

**NOUNS:** 

computer mom friend dad

time

### **CORE SETS**

**INTERJECTIONS:** 

all done hi please good-bye let's thank you

hello okay

**DETERMINERS:** 

a some these all that this an the those

any

**CONJUNCITONS:** 

and but because or

**INDEFINITE PRONOUNS:** 

any day every way nothing everybody nowhere any time anybody everyday some way anyhow everything somebody everywhere someday anymore somehow anyone no more anything no one someone anyway no time something anywhere sometime no way every time nobody somewhere

**PREPOSITIONS:** 

between off top bottom on under down out up in over with

**QUESTION WORDS:** 

how when who what where why

**ADVERBS:** 

again not there away ready very

here

#### PREVERBS:

is going are were can should will would could was is

### **VERBS:**

color read go come help sleep like do stop drink look turn eat make want feel work play get put

### **VERB+S:**

colors reads goes helps comes sleeps does likes stops drinks looks turns eats makes wants feels plays works puts

gets

### **VERB+ING:**

coloring going reading helping sleeping coming doing liking stopping drinking looking turning eating making wanting feeling playing working getting putting

### **VERB+ED:**

helped ate slept liked stopped came colored looked turned did made wanted drank played went felt put worked got read

**VERB+EN:** 

done eaten gotten

drunk gone

TO+VERB:

to color to go to read to come to help to sleep to do to like to stop to drink to look to turn to eat to make to want to feel to play to work

to get to put

**ADJECTIVES:** 

bad good right beautiful same hungry little sick big different long slow dry more thirsty empty tired near far new ugly fast old wet full pretty wrong

funny

**PRONOUNS SUBJECT:** 

he she we I they you

it

**PRONOUNS OBJECT:** 

her me us him them you

it

PRONOUNS POSESSIVE ADJECTIVE:

her my their his our your

its

PRONOUNS POSESSIVE PRONOUN:

hers mine theirs his ours yours

its

#### **PRONOUNS REFLEXIVE:**

herself myself themselves himself ourselves yourself

itself

## **PRONOUN**

**CONTRACTIONS:** she'd we'll he's she'll we're he'll she's we've he's they'd you'd ľd they'll you'll ľ they're you're ľm they've you've

I've we'd

#### **CALENDAR:**

yesterday days years today months seasons

tomorrow dates

### **WEATHER ADJECTIVES:**

cloudy hot stormy cold icy sunny foggy rainy windy

frosty snowy

### **FEELINGS:**

hungry sad angry bored hurt scared crazy Ionely shy disappointed mad sick embarrassed mean silly excited thirsty nervous frustrated tired nice grouchy worried proud

happy

### **COLORS:**

bald gold redhead black green silver blonde orange tan blue pink white brown purple yellow

brunette red

## **SHAPES:**

circle oval right angle triangle cone parallelogram scalene triangle

square cube part pentagon cylinder star diamond prism tetra equilateral triangle pyramid trapezium heart rectangle triangle hexagon rhombus whole

isosceles triangle

## **NUMBERS:**

first eight seventeen nine eighteen next last ten nineteen one eleven twenty twelve twenty-one two thirteen twenty-two three twenty-three four fourteen twenty-four five fifteen six sixteen twenty-five

seven

## **CORE NOUNS**

#### **ACCESSORIES:**

accessory earring ring accessories glasses sunglasses barrette jewelry umbrella

belt necklace wallet bracelet purse watch

## **ANIMALS:**

animal desert animal iguana
animals dingo insect
alligator dinosaur kangaroo
animal home diplodocus kitten

animal part koala dog doghouse animal sound kookaburra dolphin ant ladybug antenna donkey lion antler duck lobster aquarium duckling mane echidna baa meow baby animals elephant monkey bear emu moo farm animal bee mosquito beetle feather moth bird fin mouse

blue jay fish neigh brontosaurus fishbowl nest bug fly octopus foal oink oink bunny butterfly fox otter cage frog panda

calf gerbil parasaurolophus

camel giraffe parrot cat goat paw goldfish caterpillar pelican cave goose penguin chick gorilla pet chicken grasshopper pig clam piglet guinea pig platypus claw hamster hermit crab pterodactyl cockatoo cow heron puppy

crab hippopotamus quack quack

cub hoof rabbit

deer horse rat

red bird spider velociraptor roach squirrel vulture robin starfish water animal

rooster stegosaurus whale ruff ruff tadpole whisker sea anemone tail wing

sea urchin tiger woods animal

shark triceratops worm
sheep trunk zebra
skunk turkey zoo animal

snail turtle

snake tyrannosaurus rex

#### **ART SUPPLIES:**

art supplies marker ruler chalk paint scissors crayon paper stamp envelope paper clip stamper eraser pen sticker glue pencil tape letter picture yardstick

# **ASSISTIVE**

**TECHNOLOGY:** disability seat belt assistive technology ECO Sidekick

adapter footrest Springboard Springboard Lite

armrest headrest Strap battery headstick Switch

brace hearing aid TouchTalker

Braille infrared Unity brake joystick Vanguard charge lap tray Vantage communication Liberator Vantage Lite

device Minspeak walker crutch Pathfinder wheelchair

DeltaTalker power chair device scooter

## **BODY:**

ankle bodies breast arm body cheek back bone chest beard bottom chin blood brain ear

elbow knee skin stomach eye leg face lip teeth feet mouth throat finger mustache thumb foot nail toe hair neck tongue hand nose tooth head penis vagina shoulder heart wrist

hip skeleton

BOOKS: magazine The end book notebook TV guide

e-mail story

journal

## **BUILDINGS:**

McDonald's building gas station grocery store apartment movie bank hair salon Pizza Hut barn hardware store post office Ben & Jerry's hospital restaurant Castle hotel school Kentucky Fried Chinese station church Chicken store doctor's office library Taco Bell

mall

drug store

## **CLASSES:**

art math third grade circle time fourth grade music P.E. fifth grade class college sixth grade Reading seventh grade drama recess science eighth grade geography social studies ninth grade grade tenth grade health therapy eleventh grade history university first grade twelfth grade kindergarten

language arts second grade

#### **CLOTHING:**

blouse jacket skirt boot jeans slipper bowling shoes mittens sock nighty bra spot button pajamas stripe checked panties sweater clothes pants swim trunks swimsuit clothing plaid coat pocket tanktop diaper raincoat tights dot sandal t-shirt dress scarf undershirt shirt underwear gloves hat shoe vest

heels shorts zipper

## **COMPUTER:**

internet printer computer disk keyboard program

mouse World Wide Web e-mail

**ECO** PDA

## **CONTAINERS:**

bucket backpack luggage bag can package basket clay pot purse

bottle container shopping cart laundry basket suitcase box

#### **DISHES:**

baking pan fork pitcher bowl glass placemat coffee pot knife plate cookie cutter lid spatula cookie sheet mug spoon napkin cup straw dish pan teapot

#### **DRINKS:**

hot chocolate beer pop root beer chocolate milk iced tea cider iuice soda coffee lemonade tea drink milk water milkshake ginger ale wine

## **FAMILY:**

aunt grandchild husband brother grandchildren mom cousin grandfather mother grandma dad parent daughter grandmother sister family grandpa son father grandparent uncle grandson wife granddaughter

## FOOD:

corn flakes ice cream angle hair apple crab Japanese food avocado cracker jello jelly bacon cream cucumber ketchup bagel baked potato cupcake kiwi diary products banana lemon dessert bean lettuce beef dinner lime beet doughnut linguini lobster berry egg bologna eggroll lunch enchilada bread macaroni breakfast fettuccini macaroni and

broccoli fish cheese

Brussels sprouts fish and chips Maryland crab cake

burrito fish sticks mayonnaise

butter flavor meal butterscotch food meat cabbage fortune cookie melon

cake French fries Mexican food

candy fried rice milk

carrot fruit mint chocolate chip

cauliflower General Tso's miso chicken mushroom celery cereal mustard grape cheese nacho grapes grilled cheese cheeseburger noodles cherry guacamole nuts chicken ham oatmeal Chinese food hamburger oil chips honey onion chocolate hot dog orange

oysters ravioli steak pancake refried beans stirfry strawberry pasta rice rigatoni sugar pastry sake pea supper salad sushi peach peanut butter salad dressing taco pear salmon tempura salsa teriyaki pepper salt pepperoni toast picnic sandwich tomato sashimi tortellini pie pineapple sauce tuna pizza sausage turkey seafood vanilla plum popcorn shells vegetable vinegar pork shrimp waffle snack potato wasabi pretzel soup pudding spaghetti weetbix pumpkin spinach wonton

#### **FURNITURE:**

bedcribtablebenchdesktoy boxbookcasedresserTV

chair furniture wheelchair

chest lamp couch mirror

#### **GAMES:**

backgammon game rummy bingo Go Fish scrabble blackjack match shuffleboard

card monopoly slots checkers Mr. Potato Head tic tac toe chess poker Uno

dice pool video game

dominoes

#### **HOLIDAYS:**

4<sup>th</sup> of July birthday card Christmas tree

balloon candle costume birthday Christmas Easter

birthday cake Christmas card Easter basket

Easter bunny Happy St. Patrick's pilgrim Easter candy Day piñata Happy Thanksgiving rainbow Easter egg reindeer elf Happy Valentine's Day Father's Day Santa heart ghost scarecrow gift holiday shamrock Halloween jack-o-lantern shopping Hanukkah Labor Day sleigh

Happy 4<sup>th</sup> of July leprechaun St. Patrick's Day Happy Birthday Martin Luther King Thanksgiving

Happy Easter Day turkey
Happy Father's Day mask vacation
Happy Halloween Mayflower Valentine
Happy Hanukkah Memorial Day Valentine card
Happy Labor Day Merry Christmas Valentine's Day

Happy Memorial Day Mother's Day witch
Happy Mother's Day New Year's Day wreath
Happy New Year New Year's Eve

Happy New Year New Year's Happy Passover Passover

#### HOME:

art room family room outlet fireplace attic patio floor basement pipe bath tub game room porch bathroom garage ramp bedroom gym roof cafeteria hall room ceiling home shelf chimney home parts sink classroom house stairs closet kitchen study cupboard laundry toilet deck light bulb upstairs dining room living room wall

door lounge water fountain

downstairs music room window drawer nursery yard

elevator office

#### JOBS:

actor farmer pilot aide fireman plumber astronaut football player police babysitter job priest

boss job application psychologist carpenter librarian rabbi rase worker mail carrier resume scientist chef nun secretary

chef nun secretary conference nurse singer

co-worker occupation speech therapist

dentistoccupationalteacherdoctortherapisttime carddriverpastorvet

employment physical therapist want ad

## **LARGE APPLIANCES:**

appliance grill refrigerator blender iron stove dishwasher microwave toaster

dryer mixer vacuum cleaner

food processor oven washer

#### LINENS:

bedspread pillow sheet

blanket pillow case sleeping bag

cover place mat towel linens quilt washcloth

## **MEDICAL:**

aspirin cough syrup throat lozenge

Bandaid medicine vomit

cast suction

## MONEY:

centdollarpennychangemoneyquarterchecknickelreceiptcredit cardofferingwallet

dime

#### MUSIC:

**Garth Brooks** album radio band Guitar song

bell **IPod** Spice Girls Stevie Wonder LeAnn Rimes cassette CD MP3 player **Tambourine** CD player music tape deck Concert music synthesizer tape recorder triangle

cymbal piano

drum

## **NATURE:**

air jungle rose beach lake sea branch leaf seed daffodil leaves sky daisy left south desert stem moon direction mountain stick dirt nature stone Earth north stream east sunrise ocean fire petal tree plant flower tulip forest pond twig puddle garden way right grass west river ground woods hill root yard

island

## **NUMBERS:**

eight first seventeen nine eighteen next nineteen last ten eleven one twenty twelve twenty-one two three thirteen twenty-two twenty-three four fourteen fifteen twenty-four five twenty-five six sixteen

seven

## **PEOPLE:**

friend adult Mrs. baby girl Ms. boy girl scout neighbor girlfriend people boy scout boyfriend kid person brownie student man child visitor men children Miss woman cub scout Mr. women

Dr.

#### **PLACES:**

airport airport pool fair stadium amusement park circus farm world city park **ZOO** college place States playground country **Provinces** 

## **SENSORY:**

ballfanswingball pitkoosh balltrampolinebandslighttreadmillbeanbagskateboardtunnel

cushion stander weighted blanket

## **SMALL APPLIANCES:**

alarm clocke-mailPDAanswering machineECOprintercalculatorfanprogramcamerahair dryerradio

CD player internet tape recorder cell phone ipod telephone clock keyboard VCR computer mouse video

disk MP3 player World Wide Web

**DVD** player

#### SPORTS:

baseball fishing skating
basketball fishing pole skiing
bowling football soccer
cricket goal post soccer ball
defense golf softball

swimming tennis ball uniform team touchdown wrestling

track

tennis

TIME:

afternoon March **Spring** April May Summer August minute Sunday autumn Monday then date month Thursday morning time day December night today noon tomorrow evening fall November tonight Tuesday February now Friday o'clock Wednesday hour October week

hour October week
January Saturday winter
July season year
June second yesterday

later September

**TOILETRIES:** 

blush mascara shower brush perfume soap comb powder sunscreen razor deodorant tampon eyeliner sanitary napkin toilet paper eye shadow shampoo toothbrush lipstick shaving cream toothpaste

make-up

TOOLS:

Allen wrench pocket knife shovel hammer sandpaper tool ladder saw wood nails screwdriver wrench

nuts and bolt screws

TOYS:

ball bubbles legos

ball pit doll magic wand balloon dress-up marble

beads jack-in-the-box Mr. Potato Head

block kite obstacle

poolslidetoypuppetswingtoy boxpuzzletherapy balltrampolinesandboxtherapy swingyo-yo

sled

## **VEHICLES:**

aircraft carrier horn sports car hot air balloon airplane street ambulance iet submarine battery SUV kayak bike minivan tank blimp motorcycle taxi boat oil tire bridge parking lot tractor bus pickup truck train

canoe police car transportation

road car truck driveway rocket trunk ferry rowboat van fire engine RV vehicle freeway sailboat wheel ship wiper gas

helicopter snowplow highway space shuttle

## **WEATHER:**

clear clear snowman cloud ice snowy cloudy icv storm cold lightning stormy earthquake moon sun flood rain sunny fog rainbow thunder foggy raindrop tornado frost rainy weather

frosty shadow weather forecast

hot snow wind hurricane snowflake windy

# **Appendix C: READING SETS**

## **DOLCH WORDS**

## PRE PRIMER:

in а and is away it blue jump little can come look down make find me funny my go not help one here play red

run
said
see
the
three
to
two
up
we
where
yellow
you

## PRIMER:

into all like are at new ate no be now back on brown our but out came please did pretty do ride eat saw four say she get good SO have soon he that

there
they
this
too
under
want
was
well
went
what
white
who
will
with
yes

## **FIRST GRADE:**

after has over again her put him round an any his some as how stop ask just take know thank by could let them live then every fly may think from of walk give old were once going when had open

## **SECOND GRADE:**

found tell always their around gave because goes these been green those before its us best made use both many very off wash buy call which or cold pull why does read wish don't right work fast sing would first write sit five sleep your

## THIRD GRADE:

about got own better grow pick bring hot scared carry if seven clean keep show kind cut six done laugh small draw light start drink long ten eight much today fall myself together far never try full only warm

## **DOLCH NOUNS:**

apple father rabbit baby feet rain back fire ring ball door paper fish bear party bed floor picture bell flower robin bird game Santa birthday garden school boat girl seed box good-bye sheep grass boy shoe bread ground sister brother hand snow cake head song car hill squirrel cat home stick chair horse street children house sun Christmas leg table coat man thing corn time men cow milk top day money toy dog morning tree duck mother watch name egg water nest eye way farm night window farmer wood pig

# **FRY SIGHT WORDS**

# FRY 1<sup>st</sup> HUNDRED:

HUNDRED:		
a	he	said
about	her	see
after	here	she
again	him	SO
all	his	some
an	how	take
and	I	that
any	if	the
are	in	their
as	is	them
at	it	then
be	just	there
been	know	they
before	like	this
boy	little	three
but	long	to
by	make	two
can	man	up
come	many	us
day	me	very
did	much	was
do	new	we
down	no	were
eat	not	what
for	of	when
from	old	which
get	on	who
give	one	will
go	or	with
good	other	work
had	our	would
has	out	you
have	put	your

# FRY 2<sup>nd</sup> HUNDRED:

home also read away house red right back into ball kind run because last saw best left school better let should big live soon book look stand both make sure box tell may bring than men call these more morning thing came color most think could mother too each tree name ear near under until far never find use next first night want found only where four white open friend own why wish got people please hand year high pretty

# FRY 3<sup>rd</sup> HUNDRED:

fine always second anything fly seven around food show ask full sing ate funny sister bed gave sit brown six green buy grow sleep small car happy carry hard start clean hat stop head close ten clothes hear thank coat help those cold hope today cut hot took didn't jump try does keep turn dog longer walk don't love warm door money water dress myself woman early now write eight o'clock yellow off face yes fall once yesterday fast part round

ride

fat

same

## **READING WITH UNITY:**

Earth long airplane eat look all eight looked elephant and looking animal fast magazine apple father man are find me at finding milk fish mother away baby flower mouse ball for my balloon found new banana funny not bear game of on big gave or bike get orange bird getting other black out girl blue give paper boat giving pencil book go picture box pink going boy good plate bread got play brown green played but had playing by happy pretty came has purple can have put candy he putting rabbit car help helping red chair chicken her ride come high riding hill rode coming cow horse run cup said did I am saw do ice cream saying dog school in doing is scissors drank it see drink jump seeing drinking knife she drinks little sit

this six slow to spoon took squirrel tree street two table under take up taking us teacher vegetable telephone waffle the was there water they we

went were what when where will window with yellow you zoo