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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, re-learning 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:

<table>
<thead>
<tr>
<th>Keys Pressed</th>
<th>Voice Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td></td>
</tr>
<tr>
<td>color</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Keys Pressed</th>
<th>Voice Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>soda</td>
<td></td>
</tr>
<tr>
<td>juice</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Note**

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 read, turn, more, stop, and that 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.

Note

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:

TRY IT!

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).

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

5. 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 AACandAutism.com.

<table>
<thead>
<tr>
<th>Set 1:</th>
<th>Set 2:</th>
<th>Set 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td>turn</td>
<td>big</td>
</tr>
<tr>
<td>stop</td>
<td>on</td>
<td>little</td>
</tr>
<tr>
<td>go</td>
<td>off</td>
<td>get</td>
</tr>
<tr>
<td>eat</td>
<td>want</td>
<td>fast</td>
</tr>
<tr>
<td>drink</td>
<td>my</td>
<td>slow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 4:</th>
<th>Set 5:</th>
<th>Set 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>in</td>
<td>please</td>
</tr>
<tr>
<td>you</td>
<td>out</td>
<td>help</td>
</tr>
<tr>
<td>that</td>
<td>need</td>
<td>hi</td>
</tr>
<tr>
<td>play</td>
<td>put</td>
<td>thank you</td>
</tr>
<tr>
<td>come</td>
<td>open</td>
<td>good-bye</td>
</tr>
<tr>
<td>look</td>
<td>close</td>
<td>read</td>
</tr>
</tbody>
</table>
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

Note

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:

<table>
<thead>
<tr>
<th>Verbs:</th>
<th>Pronouns:</th>
<th>Prepositions:</th>
<th>Adjectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>drink</td>
<td>I</td>
<td>in</td>
<td>more</td>
</tr>
<tr>
<td>eat</td>
<td>my</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>get</td>
<td>you</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
<td>off</td>
<td></td>
</tr>
<tr>
<td>help</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>play</td>
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<td>stop</td>
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<td></td>
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<tr>
<td>turn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Determiners:</th>
<th>Question Words:</th>
<th>Interjections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>what</td>
<td>all done</td>
</tr>
</tbody>
</table>

![Activity Diagram]

[Image of activity diagram with various icons and text boxes]
Core 45 Starter Words:

<table>
<thead>
<tr>
<th><strong>Verbs:</strong></th>
<th><strong>Pronouns:</strong></th>
<th><strong>Prepositions:</strong></th>
<th><strong>Adjectives:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>I</td>
<td>in</td>
<td>more</td>
</tr>
<tr>
<td>come</td>
<td>me</td>
<td>out</td>
<td>big</td>
</tr>
<tr>
<td>do</td>
<td>my</td>
<td>under</td>
<td>little</td>
</tr>
<tr>
<td>drink</td>
<td>mine</td>
<td>on</td>
<td>fast</td>
</tr>
<tr>
<td>eat</td>
<td>you</td>
<td>off</td>
<td>slow</td>
</tr>
<tr>
<td>feel</td>
<td>it</td>
<td></td>
<td></td>
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<tr>
<td>get</td>
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<tr>
<td>go</td>
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<td>help</td>
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<td>make</td>
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<td>put</td>
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<tr>
<td>read</td>
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<tr>
<td>sleep</td>
<td></td>
<td></td>
<td></td>
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<td>stop</td>
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<td>turn</td>
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<tr>
<td>want</td>
<td></td>
<td></td>
<td></td>
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<td>work</td>
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<table>
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<th><strong>Interjections:</strong></th>
<th><strong>Determiners:</strong></th>
<th><strong>Question Words:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>please</td>
<td>that</td>
<td>what</td>
</tr>
<tr>
<td>all done</td>
<td>some</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Adverb:</strong></th>
<th><strong>Names:</strong></th>
<th><strong>Other:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>mom</td>
<td>yes</td>
</tr>
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<table>
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<tr>
<th><strong>Pronouns:</strong></th>
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<th><strong>Question Words:</strong></th>
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<td>what</td>
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When you select the MORE STARTER SETS key you will find two additional Sequence Sets of starter vocabulary.

**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.

![Core from Unity One-Hit](image1)

**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.

![Unity Basic Patterns](image2)
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
- 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: http://www.usu.edu/teachall/text/reading/Frylist.pdf
- Fry’s Word Lists Activities: http://w4.nkcsd.k12.mo.us/~kcofer/fry_words_pg.htm
- Fry Word Lists: http://www.oe.k12.mi.us/balanced_literacy/fry_word_lists.htm
- Sight Vocabulary Fry Words: http://candohelperpage.com/sightvocab_1.html
- Unique Teaching Resources: http://www.uniqueteachingresources.com/Fry-1000-Instant-Words.html

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 pre-primer 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.

TRY IT!

1. 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.

2. To practice, select CORE.

Before continuing, read about LOAD and MERGE below.
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.

TRY IT!

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

   ![Diagram of vocabulary builder]

2. Select 20 CORE STARTER WORDS.
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**.
9 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.

10 Repeat these steps (Steps 4-9) to MERGE colors into your Sequence Set.

Note 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).

---

**REVIEW**

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.

Note: 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.

Try it!

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

2. 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 Select **Spell to Unmask**.

6 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: **look, I, you, like, don't, see, giraffe, monkey, zebra**.

7 Select **OK**.

**Note**

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

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.

TRY IT!

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

1. Go into Vocabulary Masking on the Fly (Key #3).
2. If you want to have all keys masked except for the words in your new Sequence Set, choose Mask All.
3 To unmask the word “like” select the SUN and then the VERB icon (to say “like”).

4 Continue to unmask the following words: “I”, “you”, “look”, “don’t”, and “see”.

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

**Note**

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.”

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.

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 icon.

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

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

4. 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.”

5. 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.)
6 Unmask the GO BACK key and any animals you want in this row.

7 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.)

8 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.

**TRY IT!**

1. Select the PAGES Key to unmask it.
   (Make sure you are still in Vocabulary Masking on the Fly – Key #3).

2. 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.

3. Unmask the CLOCK key by selecting it.

4. 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.

**Note**

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.

1. 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.

4. 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.

TRY IT!

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.]**

![Vocabulary Masking Menu](image)

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.
3. 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.

4. 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.

**Note**

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” by selecting the MORNING icon and 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.

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

Choose **GO TO HOME.**

Select **OK.**

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:

[Diagram of the device setup with labels and options highlighted]

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.

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.

Note

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

If your Sequence Set contains some pronouns and some preverbs (“I”, “you”, “want”, “like”) and you want your individual to access the phrases in the shortest way (“I want”, “I like”, “you 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”, “do I want”, “do you want”).
Notice that you also get the sentence starter (“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:

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

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

4. Select YES to change it.
5 Select **MORE ITEMS** until you see Vocabulary Masking On The Fly. Choose **Vocabulary Masking On The Fly**.

6 Select **OK**.

7 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.

![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


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

## Appendix A: LAMP SETS

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</tr>
<tr>
<td>Play</td>
<td>Put</td>
<td>Thank you</td>
</tr>
<tr>
<td>Come</td>
<td>Open</td>
<td>Good-bye</td>
</tr>
<tr>
<td>Look</td>
<td>Close</td>
<td>Read</td>
</tr>
<tr>
<td>Make</td>
<td></td>
<td>Feel</td>
</tr>
</tbody>
</table>
## Appendix B: CORE SETS

### 20 Core Starter Words:

**VERBS:**
- drink
- eat
- get
- go
- help
- play
- stop
- turn
- want

**PRONOUNS:**
- I
- my
- you

**PREPOSITIONS:**
- in
- on
- out
- off

**ADJECTIVES:**
- more

**DETERMINERS:**
- that

**INTERJECTION:**
- all done

**QUESTION WORD:**
- what
45 Core Starter Words:

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

PRONOUNS:
- I
- me
- my
- mine
- you

PREPOSITIONS:
- in
- out
- under
- on
- off

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

PRONOUNS:
- I
- you
- it
- he
- she
- my
- we
- they

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:**

<table>
<thead>
<tr>
<th>are</th>
<th>have</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>help</td>
<td>say</td>
</tr>
<tr>
<td>come</td>
<td>is</td>
<td>sleep</td>
</tr>
<tr>
<td>do</td>
<td>like</td>
<td>turn</td>
</tr>
<tr>
<td>drink</td>
<td>make</td>
<td>want</td>
</tr>
<tr>
<td>eat</td>
<td>need</td>
<td>was</td>
</tr>
<tr>
<td>feel</td>
<td>play</td>
<td>were</td>
</tr>
<tr>
<td>get</td>
<td>put</td>
<td>work</td>
</tr>
<tr>
<td>go</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRONOUNS:**

<table>
<thead>
<tr>
<th>I</th>
<th>he</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>she</td>
<td>they</td>
</tr>
<tr>
<td>you</td>
<td>my</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PREPOSITIONS:**

<table>
<thead>
<tr>
<th>in</th>
<th>to</th>
</tr>
</thead>
</table>

**PREVERBS:**

<table>
<thead>
<tr>
<th>are</th>
<th>was</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>were</td>
</tr>
</tbody>
</table>

**ARTICLES:**

<table>
<thead>
<tr>
<th>a</th>
<th>the</th>
</tr>
</thead>
</table>

**ADJECTIVE:**

| more |

**ADVERB:**

| there |

**DETERMINER:**

| that |

**CONJUNCTION:**

| and  |

**QUESTION WORD:**

| what |

**NEGATIVE:**

| don't |
Core from Unity 84 One-Hit

VERBS:
ask  have  say
color  hear  sit
come  help  sleep
do  know  stop
drink  like  talk
drive  live  think
eat  look  turn
end  make  want
feel  need  wear
get  play  work
go  put  read

PRONOUNS:
I  he  we
me  she  they
you  my
it

PREPOSITIONS:
on  in
  to  with

PREVERBS:
are  was
is  were

ARTICLES:
a
an
the

ADJECTIVE:
big  right
fast  slow
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
- good-bye
- hello
- please
- let’s
- okay
- thank you

**DETERMINERS:**
- a
- all
- an
- some
- that
- the
- these
- this
- those

**CONJUNCTIONS:**
- and
- because
- but
- or

**INDEFINITE PRONOUNS:**
- any day
- any time
- anybody
- anyhow
- anymore
- anyone
- anything
- anyway
- anywhere
- every time
- every way
- everybody
- everyday
- everything
- everywhere
- some way
- some way
- somebody
- someone
- sometime
- somewhere
- nothing
- nowhere
- some way
- somehow
- something
- sometime
- somewhere

**PREPOSITIONS:**
- between
- bottom
- down
- in
- off
- on
- out
- over
- top
- under
- up
- with

**QUESTION WORDS:**
- how
- what
- when
- where
- who
- why

**ADVERBS:**
- again
- away
- here
- not
- ready
- there
- very
PREVERBS:
  are            is going            were
  can            should            will
  could          was            would
  is

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

VERB+S:
  colors            goes            reads
  comes            helps            sleeps
  does            likes            stops
  drinks            looks            turns
  eats            makes            wants
  feels            plays            works
  gets

VERB+ING:
  coloring            going            reading
  coming            helping            sleeping
  doing            liking            stopping
  drinking            looking            turning
  eating            making            wanting
  feeling            playing            working
  getting

VERB+ED:
  ate            helped            slept
  came            liked            stopped
  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  hungry  same
  big  little  sick
  different  long  slow
  dry  more  thirsty
  empty  near  tired
  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 POSSESSIVE  ADJECTIVE:
  her  my  their
  his  our  your
  its

PRONOUNS POSSESSIVE  PRONOUN:
  hers  mine  theirs
  his  ours  yours
  its
PRONOUNS REFLEXIVE:
  
  herself  
  himself  
  itself  
  myself  
  ourselves  
  themselves  
  yourself  
  yourselves  

PRONOUN CONTRACTIONS:
  
  he's  she'd  she'll  she's  they'd  they'll  they're  they've  you'd  you'll  you're  you've  you'd  you'll  you're  you've  we'd  we'll  we're  we've

CALENDAR:
  
  yesterday  days  years  
  today  months  seasons  
  tomorrow  dates  

WEATHER ADJECTIVES:
  
  cloudy  hot  stormy  
  cold  icy  sunny  
  foggy  rainy  windy  
  frosty  snowy  

FEELINGS:
  
  angry  hungry  sad  
  bored  hurt  scared  
  crazy  lonely  shy  
  disappointed  mad  sick  
  embarrassed  mean  silly  
  excited  nervous  thirsty  
  frustrated  nice  tired  
  grouchy  proud  worried  
  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
cube      part      square
cylinder  pentagon    star
diamond   prism      tetra
equilateral triangle pyramid  trapezium
heart     rectangle  triangle
hexagon   rhombus    whole
isosceles triangle

NUMBERS:
first     eight     seventeen
next      nine      eighteen
last      ten       nineteen
one       eleven    twenty
two       twelve    twenty-one
three     thirteen  twenty-two
four      fourteen  twenty-three
five      fifteen   twenty-four
six       sixteen   twenty-five
seven
**CORE NOUNS**

**ACCESSORIES:**
- accessory
- accessories
- barrette
- belt
- bracelet
- earring
- glasses
- jewelry
- necklace
- purse
- ring
- sunglasses
- umbrella
- wallet
- watch

**ANIMALS:**
- animal
- animals
- alligator
- animal home
- animal part
- animal sound
- ant
- antenna
- antler
- aquarium
- baa
- baby animals
- bear
- bee
- beetle
- bird
- blue jay
- brontosaurus
- bug
- bunny
- butterfly
- cage
- calf
- camel
- cat
- caterpillar
- cave
- chick
- chicken
- clam
- claw
- cockatoo
- cow
- crab
- cub
- desert animal
- dingo
- dinosaur
- diplodocus
- dog
- doghouse
- donkey
- duck
- duckling
- echidna
- elephant
- emu
- farm animal
- fish
- fishbowl
- fly
- foal
- fox
- frog
- gerbil
- giraffe
- goat
- goldfish
- goose
- gorilla
- grasshopper
- guinea pig
- hamster
- hermit crab
- heron
- hippopotamus
- hoof
- iguana
- insect
- kangaroo
- kitten
- koala
- kookaburra
- ladybug
- lion
- lobster
- mane
- meow
- monkey
- moo
- mosquito
- moth
- mouse
- neigh
- nest
- octopus
- oink oink
- otter
- panda
- parasaurolophus
- parrot
- paw
- pet
- pig
- piglet
- platypus
- pterodactyl
- puppy
- quack quack
- rabbit
<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
<th>Animal</th>
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</thead>
<tbody>
<tr>
<td>deer</td>
<td>horse</td>
<td>rat</td>
</tr>
<tr>
<td>red bird</td>
<td>spider</td>
<td>velociraptor</td>
</tr>
<tr>
<td>roach</td>
<td>squirrel</td>
<td>vulture</td>
</tr>
<tr>
<td>robin</td>
<td>starfish</td>
<td>water animal</td>
</tr>
<tr>
<td>rooster</td>
<td>stegosaurus</td>
<td>whale</td>
</tr>
<tr>
<td>ruff ruff</td>
<td>tadpole</td>
<td>whisker</td>
</tr>
<tr>
<td>sea anemone</td>
<td>tail</td>
<td>wing</td>
</tr>
<tr>
<td>sea urchin</td>
<td>tiger</td>
<td>woods animal</td>
</tr>
<tr>
<td>shark</td>
<td>triceratops</td>
<td>worm</td>
</tr>
<tr>
<td>sheep</td>
<td>trunk</td>
<td>zebra</td>
</tr>
<tr>
<td>skunk</td>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>snail</td>
<td>turtle</td>
<td></td>
</tr>
<tr>
<td>snake</td>
<td>tyrannosaurus rex</td>
<td></td>
</tr>
</tbody>
</table>

**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:**
- assistive technology
- disability
- seat belt
- adapter
- ECO
- Sidekick
- AlphaTalker
- footrest
- Springboard
- armrest
- glasses
- Springboard Lite
- battery
- headrest
- Strap
- headstick
- Switch
- brake
- hearing aid
- TouchTalker
- Braille
- infrared
- Unity
- brake
- joystick
- Vanguard
- charge
- lap tray
- Vantage
- communication
- Liberator
- Vantage Lite
- device
- Minspeak
- walker
- crutch
- Pathfinder
- scooter
- DeltaTalker
- power chair
- device
- scooter

**BODY:**
- ankle
- bodies
- breast
- arm
- body
- cheek
- back
- bone
- chest
- beard
- bottom
- chin
- blood
- brain
- ear
<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Example Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elbows</td>
<td>elbow, knee, skin</td>
</tr>
<tr>
<td>Eyes</td>
<td>eye, leg, stomach</td>
</tr>
<tr>
<td>Faces</td>
<td>face, lip, teeth</td>
</tr>
<tr>
<td>Feet</td>
<td>feet, mouth, throat</td>
</tr>
<tr>
<td>Fingers</td>
<td>finger, mustache, thumb</td>
</tr>
<tr>
<td>Feet</td>
<td>foot, nail, toe</td>
</tr>
<tr>
<td>Hair</td>
<td>hair, neck, tongue</td>
</tr>
<tr>
<td>Hands</td>
<td>hand, nose, tooth</td>
</tr>
<tr>
<td>Heads</td>
<td>head, penis, vagina</td>
</tr>
<tr>
<td>Hearts</td>
<td>heart, shoulder, wrist</td>
</tr>
<tr>
<td>Hips</td>
<td>hip, skeleton</td>
</tr>
</tbody>
</table>

**BOOKS:**
- book
- e-mail
- notebook
- story
- TV guide
- The end

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

**CLASSES:**
- art
- circle time
- class
- college
- drama
- geography
- grade
- health
- history
- kindergarten
- language arts
- math
- music
- P.E.
- Reading
- recess
- science
- social studies
- therapy
- university
- first grade
- second grade
- third grade
- fourth grade
- fifth grade
- sixth grade
- seventh grade
- eighth grade
- ninth grade
- tenth grade
- eleventh grade
- twelfth grade
### CLOTHING:
- blouse  
- boot  
- bowling shoes  
- bra  
- button  
- checked  
- clothes  
- clothing  
- coat  
- diaper  
- dot  
- dress  
- gloves  
- hat  
- heels  
- jacket  
- jeans  
- mittens  
- nighty  
- pajamas  
- panties  
- pants  
- plaid  
- pocket  
- raincoat  
- sandal  
- scarf  
- shirt  
- shoe  
- shorts  
- skirt  
- slipper  
- sock  
- spot  
- stripe  
- sweater  
- swim trunks  
- swimsuit  
- tanktop  
- tights  
- t-shirt  
- undershirt  
- underwear  
- vest  
- zipper

### COMPUTER:
- computer  
- disk  
- e-mail  
- ECO  
- internet  
- keyboard  
- mouse  
- PDA  
- program  
- World Wide Web

### CONTAINERS:
- backpack  
- bag  
- basket  
- bottle  
- box  
- bucket  
- can  
- clay pot  
- container  
- laundry basket  
- luggage  
- package  
- purse  
- shopping cart  
- suitcase

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

### DRINKS:
- beer  
- chocolate milk  
- cider  
- coffee  
- drink  
- ginger ale  
- hot chocolate  
- iced tea  
- juice  
- lemonade  
- milk  
- milkshake  
- pop  
- root beer  
- soda  
- tea  
- water  
- wine
**FAMILY:**

- aunt  
- brother  
- cousin  
- dad  
- daughter  
- family  
- father  
- granddaughter

- grandchild  
- grandchildren  
- grandfather  
- grandma  
- grandmother  
- grandpa  
- grandparent  
- grandson

- husband  
- mom  
- mother  
- parent  
- sister  
- son  
- uncle  
- wife

**FOOD:**

- angle hair  
- apple  
- avocado  
- bacon  
- bagel  
- baked potato  
- banana  
- bean

- beef  
- beet  
- berry  
- bologna  
- bread  
- breakfast  
- broccoli

- Brussels sprouts  
- burrito  
- butter  
- butterscotch

- cabbage  
- cake  
- candy  
- carrot

- cauliflower  
- celery  
- cereal  
- cheese

- cheeseburger  
- cherry  
- chicken  
- Chinese food  
- chips

- chocolate  
- corn flakes  
- crab  
- cracker

- cream  
- cucumber  
- cupcake  
- diary products

- dinner  
- doughnut  
- egg  
- egg roll

- enchilada  
- fettuccini  
- fish  
- fish and chips

- fish sticks  
- flavor  
- food  
- fortune cookie

- French fries  
- fried rice  
- fruit  
- General Tso's

- chicken  
- grape  
- grapes  
- grilled cheese

- guacamole  
- ham  
- hamburger  
- honey

- hot dog  
- ice cream  
- Japanese food  
- jello

- jelly  
- ketchup  
- kiwi  
- lemon

- lettuce  
- lime  
- linguini  
- lobster

- lunch  
- macaroni  
- macaroni and cheese  
- Maryland crab cake

- mayonnaise  
- meal  
- meat  
- melon

- Mexican food  
- milk  
- mint chocolate chip  
- miso

- mushroom  
- mustard  
- nacho  
- noodles

- nuts  
- oatmeal  
- oil  
- onion

- orange
<table>
<thead>
<tr>
<th>Food</th>
<th>Food</th>
<th>Food</th>
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<tbody>
<tr>
<td>oysters</td>
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<td>steak</td>
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<td>refried beans</td>
<td>stirfry</td>
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<td>pasta</td>
<td>rice</td>
<td>strawberry</td>
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<td>rigatoni</td>
<td>sugar</td>
</tr>
<tr>
<td>pea</td>
<td>sake</td>
<td>supper</td>
</tr>
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<td>peach</td>
<td>salad</td>
<td>sushi</td>
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<td>salad dressing</td>
<td>taco</td>
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<td>salmon</td>
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<tr>
<td>pepper</td>
<td>salsa</td>
<td>teriyaki</td>
</tr>
<tr>
<td>pepperoni</td>
<td>salt</td>
<td>toast</td>
</tr>
<tr>
<td>picnic</td>
<td>sandwich</td>
<td>tomato</td>
</tr>
<tr>
<td>pie</td>
<td>sashimi</td>
<td>tortellini</td>
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<tr>
<td>pineapple</td>
<td>sauce</td>
<td>tuna</td>
</tr>
<tr>
<td>pizza</td>
<td>sausage</td>
<td>turkey</td>
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<tr>
<td>plum</td>
<td>seafood</td>
<td>vanilla</td>
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<td>popcorn</td>
<td>shells</td>
<td>vegetable</td>
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<tr>
<td>pork</td>
<td>shrimp</td>
<td>vinegar</td>
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<tr>
<td>potato</td>
<td>snack</td>
<td>waffle</td>
</tr>
<tr>
<td>pretzel</td>
<td>soup</td>
<td>wasabi</td>
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<tr>
<td>pudding</td>
<td>spaghetti</td>
<td>weetbix</td>
</tr>
<tr>
<td>pumpkin</td>
<td>spinach</td>
<td>wonton</td>
</tr>
</tbody>
</table>

**FURNITURE:**
- bed
- bench
- bookcase
- chair
- chest
- couch
- crib
- desk
- dresser
- lamp
- table
- toy box
- TV
- wheelchair

**GAMES:**
- backgammon
- bingo
- blackjack
- card
- checkers
- chess
- dice
- dominoes
- Go Fish
- match
- monopoly
- Mr. Potato Head
- poker
- pool
- rummy
- scrabble
- shuffleboard
- slots
- tic tac toe
- Uno
- video game

**HOLIDAYS:**
- 4th of July
- balloon
- birthday
- birthday cake
- birthday card
- Christmas
- Christmas card
- Christmas tree
- costume
- Easter
- Easter basket
<table>
<thead>
<tr>
<th>Holiday/Event</th>
<th>Adjective/Verb</th>
<th>Item/Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter bunny</td>
<td>Happy St. Patrick’s Day</td>
<td>pilgrim</td>
</tr>
<tr>
<td>Easter candy</td>
<td>Happy Thanksgiving</td>
<td>rainbow</td>
</tr>
<tr>
<td>Easter egg</td>
<td>Happy Valentine’s Day</td>
<td>reindeer</td>
</tr>
<tr>
<td>elf</td>
<td>Day</td>
<td>Santa</td>
</tr>
<tr>
<td>Father’s Day</td>
<td>heart</td>
<td>scarecrow</td>
</tr>
<tr>
<td>ghost</td>
<td>holiday</td>
<td>shamrock</td>
</tr>
<tr>
<td>gift</td>
<td>jack-o-lantern</td>
<td>shopping</td>
</tr>
<tr>
<td>Halloween</td>
<td>Labor Day</td>
<td>sleigh</td>
</tr>
<tr>
<td>Hanukkah</td>
<td>leprechaun</td>
<td>St. Patrick’s Day</td>
</tr>
<tr>
<td>Happy 4th of July</td>
<td>Martin Luther King Day</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Happy Birthday</td>
<td>Day</td>
<td>turkey</td>
</tr>
<tr>
<td>Happy Easter</td>
<td>mask</td>
<td>vacation</td>
</tr>
<tr>
<td>Happy Father’s Day</td>
<td>Mayflower</td>
<td>Valentine</td>
</tr>
<tr>
<td>Happy Halloween</td>
<td>Memorial Day</td>
<td>Valentine card</td>
</tr>
<tr>
<td>Happy Hanukkah</td>
<td>Merry Christmas</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>Happy Labor Day</td>
<td>Mother’s Day</td>
<td>witch</td>
</tr>
<tr>
<td>Happy Memorial Day</td>
<td>New Year’s Day</td>
<td>wreath</td>
</tr>
<tr>
<td>Happy Mother’s Day</td>
<td>New Year’s Eve</td>
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</tr>
<tr>
<td>Happy New Year</td>
<td>Passover</td>
<td></td>
</tr>
<tr>
<td>Happy Passover</td>
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**HOME:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Adjunct/Article</th>
<th>Room/Item</th>
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</thead>
<tbody>
<tr>
<td>art room</td>
<td>family room</td>
<td>outlet</td>
</tr>
<tr>
<td>attic</td>
<td>fireplace</td>
<td>patio</td>
</tr>
<tr>
<td>basement</td>
<td>floor</td>
<td>pipe</td>
</tr>
<tr>
<td>bath tub</td>
<td>game room</td>
<td>porch</td>
</tr>
<tr>
<td>bathroom</td>
<td>garage</td>
<td>ramp</td>
</tr>
<tr>
<td>bedroom</td>
<td>gym</td>
<td>roof</td>
</tr>
<tr>
<td>cafeteria</td>
<td>hall</td>
<td>room</td>
</tr>
<tr>
<td>ceiling</td>
<td>home</td>
<td>shelf</td>
</tr>
<tr>
<td>chimney</td>
<td>home parts</td>
<td>sink</td>
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<tr>
<td>classroom</td>
<td>house</td>
<td>stairs</td>
</tr>
<tr>
<td>closet</td>
<td>kitchen</td>
<td>study</td>
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<tr>
<td>cupboard</td>
<td>laundry</td>
<td>toilet</td>
</tr>
<tr>
<td>deck</td>
<td>light bulb</td>
<td>upstairs</td>
</tr>
<tr>
<td>dining room</td>
<td>living room</td>
<td>wall</td>
</tr>
<tr>
<td>door</td>
<td>lounge</td>
<td>water fountain</td>
</tr>
<tr>
<td>downstairs</td>
<td>music room</td>
<td>window</td>
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<tr>
<td>drawer</td>
<td>nursery</td>
<td>yard</td>
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<tr>
<td>elevator</td>
<td>office</td>
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### JOBS:

<table>
<thead>
<tr>
<th>JOBS</th>
<th>JOBS</th>
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</thead>
<tbody>
<tr>
<td>actor</td>
<td>farmer</td>
<td>pilot</td>
</tr>
<tr>
<td>aide</td>
<td>fireman</td>
<td>plumber</td>
</tr>
<tr>
<td>astronaut</td>
<td>football player</td>
<td>police</td>
</tr>
<tr>
<td>babysitter</td>
<td>job</td>
<td>priest</td>
</tr>
<tr>
<td>boss</td>
<td>job application</td>
<td>psychologist</td>
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<tr>
<td>carpenter</td>
<td>librarian</td>
<td>rabbi</td>
</tr>
<tr>
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<td>mail carrier</td>
<td>resume</td>
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<tr>
<td>cashier</td>
<td>meeting</td>
<td>scientist</td>
</tr>
<tr>
<td>chef</td>
<td>nun</td>
<td>secretary</td>
</tr>
<tr>
<td>conference</td>
<td>nurse</td>
<td>singer</td>
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<tr>
<td>co-worker</td>
<td>occupation</td>
<td>speech therapist</td>
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<tr>
<td>dentist</td>
<td>occupational</td>
<td>teacher</td>
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<tr>
<td>doctor</td>
<td>therapist</td>
<td>time card</td>
</tr>
<tr>
<td>driver</td>
<td>pastor</td>
<td>vet</td>
</tr>
<tr>
<td>employment</td>
<td>physical therapist</td>
<td>want ad</td>
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### LARGE APPLIANCES:

<table>
<thead>
<tr>
<th>LARGE APPLIANCES</th>
<th>LARGE APPLIANCES</th>
<th>LARGE APPLIANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>appliance</td>
<td>grill</td>
<td>refrigerator</td>
</tr>
<tr>
<td>blender</td>
<td>iron</td>
<td>stove</td>
</tr>
<tr>
<td>dishwasher</td>
<td>microwave</td>
<td>toaster</td>
</tr>
<tr>
<td>dryer</td>
<td>mixer</td>
<td>vacuum cleaner</td>
</tr>
<tr>
<td>food processor</td>
<td>oven</td>
<td>washer</td>
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### LINENS:

<table>
<thead>
<tr>
<th>LINENS</th>
<th>LINENS</th>
<th>LINENS</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedspread</td>
<td>pillow</td>
<td>sheet</td>
</tr>
<tr>
<td>blanket</td>
<td>pillow case</td>
<td>sleeping bag</td>
</tr>
<tr>
<td>cover</td>
<td>place mat</td>
<td>towel</td>
</tr>
<tr>
<td>linens</td>
<td>quilt</td>
<td>washcloth</td>
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### MEDICAL:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>aspirin</td>
<td>cough syrup</td>
<td>throat lozenge</td>
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<tr>
<td>Bandaid</td>
<td>medicine</td>
<td>vomit</td>
</tr>
<tr>
<td>cast</td>
<td>suction</td>
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### MONEY:

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<tbody>
<tr>
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<td>penny</td>
</tr>
<tr>
<td>change</td>
<td>money</td>
<td>quarter</td>
</tr>
<tr>
<td>check</td>
<td>nickel</td>
<td>receipt</td>
</tr>
<tr>
<td>credit card</td>
<td>offering</td>
<td>wallet</td>
</tr>
<tr>
<td>dime</td>
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### MUSIC:

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<tr>
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</thead>
<tbody>
<tr>
<td>album</td>
<td>Garth Brooks</td>
<td>radio</td>
</tr>
<tr>
<td>band</td>
<td>Guitar</td>
<td>song</td>
</tr>
<tr>
<td>bell</td>
<td>iPod</td>
<td>Spice Girls</td>
</tr>
<tr>
<td>cassette</td>
<td>LeAnn Rimes</td>
<td>Stevie Wonder</td>
</tr>
<tr>
<td>CD</td>
<td>MP3 player</td>
<td>Tambourine</td>
</tr>
<tr>
<td>CD player</td>
<td>music</td>
<td>tape deck</td>
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<tr>
<td>Concert</td>
<td>music synthesizer</td>
<td>tape recorder</td>
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<tr>
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<td>piano</td>
<td>triangle</td>
</tr>
<tr>
<td>drum</td>
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### NATURE:

<table>
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<tbody>
<tr>
<td>air</td>
<td>jungle</td>
</tr>
<tr>
<td>beach</td>
<td>lake</td>
</tr>
<tr>
<td>branch</td>
<td>leaf</td>
</tr>
<tr>
<td>daffodil</td>
<td>leaves</td>
</tr>
<tr>
<td>daisy</td>
<td>left</td>
</tr>
<tr>
<td>desert</td>
<td>moon</td>
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<tr>
<td>direction</td>
<td>mountain</td>
</tr>
<tr>
<td>dirt</td>
<td>nature</td>
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<td>north</td>
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<tr>
<td>east</td>
<td>ocean</td>
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<tr>
<td>fire</td>
<td>petal</td>
</tr>
<tr>
<td>flower</td>
<td>plant</td>
</tr>
<tr>
<td>forest</td>
<td>pond</td>
</tr>
<tr>
<td>garden</td>
<td>puddle</td>
</tr>
<tr>
<td>grass</td>
<td>right</td>
</tr>
<tr>
<td>ground</td>
<td>river</td>
</tr>
<tr>
<td>hill</td>
<td>root</td>
</tr>
<tr>
<td>island</td>
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<tr>
<td>air</td>
<td>jungle</td>
</tr>
<tr>
<td>beach</td>
<td>lake</td>
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<tr>
<td>branch</td>
<td>leaf</td>
</tr>
<tr>
<td>daffodil</td>
<td>leaves</td>
</tr>
<tr>
<td>daisy</td>
<td>left</td>
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<tr>
<td>desert</td>
<td>moon</td>
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<td>direction</td>
<td>mountain</td>
</tr>
<tr>
<td>dirt</td>
<td>nature</td>
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<tr>
<td>Earth</td>
<td>north</td>
</tr>
<tr>
<td>east</td>
<td>ocean</td>
</tr>
<tr>
<td>fire</td>
<td>petal</td>
</tr>
<tr>
<td>flower</td>
<td>plant</td>
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<tr>
<td>forest</td>
<td>pond</td>
</tr>
<tr>
<td>garden</td>
<td>puddle</td>
</tr>
<tr>
<td>grass</td>
<td>right</td>
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<tr>
<td>ground</td>
<td>river</td>
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<tr>
<td>hill</td>
<td>root</td>
</tr>
<tr>
<td>island</td>
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### NUMBERS:

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td>first</td>
<td>eight</td>
<td>seventeen</td>
</tr>
<tr>
<td>next</td>
<td>nine</td>
<td>eighteen</td>
</tr>
<tr>
<td>last</td>
<td>ten</td>
<td>nineteen</td>
</tr>
<tr>
<td>one</td>
<td>eleven</td>
<td>twenty</td>
</tr>
<tr>
<td>two</td>
<td>twelve</td>
<td>twenty-one</td>
</tr>
<tr>
<td>three</td>
<td>thirteen</td>
<td>twenty-two</td>
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<tr>
<td>four</td>
<td>fourteen</td>
<td>twenty-three</td>
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<tr>
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<td>fifteen</td>
<td>twenty-four</td>
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<tr>
<td>six</td>
<td>sixteen</td>
<td>twenty-five</td>
</tr>
<tr>
<td>seven</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PEOPLE:
- adult
- baby
- boy
- boy scout
- boyfriend
- brownie
- child
- children
- cub scout
- Dr.
- friend
- girl
- girl scout
- girlfriend
- kid
- man
- men
- Miss
- Mr.
- Mrs.
- Ms.
- neighbor
- people
- person
- student
- visitor
- woman
- women

### PLACES:
- airport
- amusement park
- circus
- city
- college
- country
- airport
- fair
- farm
- park
- place
- playground
- pool
- stadium
- world
- zoo
- States
- Provinces

### SENSORY:
- ball
- ball pit
- bands
- beanbag
- cushion
- fan
- koosh ball
- light
- skateboard
- stander
- swing
- trampoline
- treadmill
- tunnel
- weighted blanket

### SMALL APPLIANCES:
- alarm clock
- answering machine
- calculator
- camera
- CD player
- cell phone
- clock
- computer
- disk
- DVD player
- e-mail
- ECO
- fan
- hair dryer
- internet
- ipod
- keyboard
- mouse
- MP3 player
- PDA
- printer
- program
- radio
- tape recorder
- telephone
- VCR
- video
- World Wide Web

### SPORTS:
- baseball
- basketball
- bowling
- cricket
- defense
- fishing
- fishing pole
- football
- goal post
- golf
- skating
- skiing
- soccer
- soccer ball
- softball
| swimming       | tennis ball | uniform           |
|               | team        | touchdown         |
|               | tennis      | track             |

**TIME:**

| afternoon    | March       | Spring            |
|              | April       | May               |
|              | August      | minute            |
|              | autumn      | Monday            |
|              | date        | month             |
|              | day         | morning           |
|              | December    | night             |
|              | evening     | noon              |
|              | fall        | November          |
|              | February    | now               |
|              | Friday      | o’clock           |
|              | hour        | October           |
|              | January     | Saturday          |
|              | July        | season            |
|              | June        | second            |
|              | later       | September         |

**TOILETRIES:**

| blush        | mascara     | shower           |
|             | brush       | perfume          |
|             | comb        | powder           |
|             | deodorant   | razor            |
|             | eyeliner    | sanitary napkin  |
|             | eye shadow  | shampoo          |
|             | lipstick    | shaving cream    |
|             | make-up     |                  |

**TOOLS:**

| Allen wrench | pocket knife | shovel           |
|             | hammer       | sandpaper        |
|             | ladder       | saw              |
|             | nails        | screwdriver      |
|             | nuts and bolt| screws           |

**TOYS:**

| ball         | bubbles     | legos            |
|             | ball pit    | doll             |
|             | balloon     | dress-up         |
|             | beads       | jack-in-the-box  |
|             | block       | kite             |
|             |             |                  |
|             |             |                  |
pool, puppet, puzzle, sandbox, sled, slide, swing, therapy ball, therapy swing, toy, toy box, trampoline, yo-yo

VEHICLES:
- aircraft carrier, horn, sports car
- airplane, hot air balloon, street
- ambulance, jet, submarine
- battery, kayak, SUV
- bike, minivan, tank
- blimp, motorcycle, taxi
- boat, oil, tire
- bridge, parking lot, tractor
- bus, pickup truck, train
- canoe, police car, transportation
- car, road, truck
- driveway, rocket, trunk
- ferry, rowboat, van
- fire engine, RV, vehicle
- freeway, sailboat, wheel
- gas, ship, wiper
- helicopter, snowplow, space shuttle

WEATHER:
- clear, ice, snowman
- cloud, icy, snowy
- cloudy, lightning, storm
- cold, moon, stormy
- earthquake, rain, sun
- flood, rainy, sunny
- fog, rainbow, thunder
- foggy, raindrop, tornado
- frost, shadow, weather
- frosty, snow, weather forecast
- hot, snowflake, wind
- hurricane, wind, windy
Appendix C: READING SETS

**DOLCH WORDS**

**PRE PRIMER:**

<table>
<thead>
<tr>
<th>a</th>
<th>in</th>
<th>run</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>is</td>
<td>said</td>
</tr>
<tr>
<td>away</td>
<td>it</td>
<td>see</td>
</tr>
<tr>
<td>blue</td>
<td>jump</td>
<td>the</td>
</tr>
<tr>
<td>can</td>
<td>little</td>
<td>three</td>
</tr>
<tr>
<td>come</td>
<td>look</td>
<td>to</td>
</tr>
<tr>
<td>down</td>
<td>make</td>
<td>two</td>
</tr>
<tr>
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<td>up</td>
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<td>we</td>
</tr>
<tr>
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**PRIMER:**

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<tr>
<td>ate</td>
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<td>too</td>
</tr>
<tr>
<td>be</td>
<td>now</td>
<td>under</td>
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<tr>
<td>back</td>
<td>on</td>
<td>want</td>
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<tr>
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<tr>
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<td>please</td>
<td>went</td>
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<tr>
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<tr>
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**FIRST GRADE:**

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<tr>
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<td>as</td>
<td>how</td>
<td>stop</td>
</tr>
<tr>
<td>ask</td>
<td>just</td>
<td>take</td>
</tr>
<tr>
<td>by</td>
<td>know</td>
<td>thank</td>
</tr>
<tr>
<td>could</td>
<td>let</td>
<td>them</td>
</tr>
<tr>
<td>every</td>
<td>live</td>
<td>then</td>
</tr>
<tr>
<td>fly</td>
<td>may</td>
<td>think</td>
</tr>
<tr>
<td>from</td>
<td>of</td>
<td>walk</td>
</tr>
<tr>
<td>give</td>
<td>old</td>
<td>were</td>
</tr>
<tr>
<td>going</td>
<td>once</td>
<td>when</td>
</tr>
<tr>
<td>had</td>
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**SECOND GRADE:**

<table>
<thead>
<tr>
<th>always</th>
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<tbody>
<tr>
<td>around</td>
<td>gave</td>
<td>their</td>
</tr>
<tr>
<td>because</td>
<td>goes</td>
<td>these</td>
</tr>
<tr>
<td>been</td>
<td>green</td>
<td>those</td>
</tr>
<tr>
<td>before</td>
<td>its</td>
<td>us</td>
</tr>
<tr>
<td>best</td>
<td>made</td>
<td>use</td>
</tr>
<tr>
<td>both</td>
<td>many</td>
<td>very</td>
</tr>
<tr>
<td>buy</td>
<td>off</td>
<td>wash</td>
</tr>
<tr>
<td>call</td>
<td>or</td>
<td>which</td>
</tr>
<tr>
<td>cold</td>
<td>pull</td>
<td>why</td>
</tr>
<tr>
<td>does</td>
<td>read</td>
<td>wish</td>
</tr>
<tr>
<td>don’t</td>
<td>right</td>
<td>work</td>
</tr>
<tr>
<td>fast</td>
<td>sing</td>
<td>would</td>
</tr>
<tr>
<td>first</td>
<td>sit</td>
<td>write</td>
</tr>
<tr>
<td>five</td>
<td>sleep</td>
<td>your</td>
</tr>
</tbody>
</table>
THIRD GRADE:

about  get  own
better grow  pick
bring hot  scared
carry if  seven
clean keep  show
cut kind  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
bear fish  party
bed floor  picture
bell flower  robin
bird game  Santa
birthday garden  school
boat girl  seed
box good-bye  sheep
boy grass  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 men  time
cow milk  top
day money  toy
dog morning  tree
duck mother  watch
egg name  water
eye nest  way
farm night  window
farmer pig  wood
## FRY SIGHT WORDS

**FRY 1st HUNDRED:**

<table>
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<th>Word</th>
<th>Word</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>he</td>
<td>said</td>
</tr>
<tr>
<td>about</td>
<td>her</td>
<td>see</td>
</tr>
<tr>
<td>after</td>
<td>here</td>
<td>she</td>
</tr>
<tr>
<td>again</td>
<td>him</td>
<td>so</td>
</tr>
<tr>
<td>all</td>
<td>his</td>
<td>some</td>
</tr>
<tr>
<td>an</td>
<td>how</td>
<td>take</td>
</tr>
<tr>
<td>and</td>
<td>I</td>
<td>that</td>
</tr>
<tr>
<td>any</td>
<td>if</td>
<td>the</td>
</tr>
<tr>
<td>are</td>
<td>in</td>
<td>their</td>
</tr>
<tr>
<td>as</td>
<td>is</td>
<td>them</td>
</tr>
<tr>
<td>at</td>
<td>it</td>
<td>then</td>
</tr>
<tr>
<td>be</td>
<td>just</td>
<td>there</td>
</tr>
<tr>
<td>been</td>
<td>know</td>
<td>they</td>
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<tr>
<td>before</td>
<td>like</td>
<td>this</td>
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<tr>
<td>boy</td>
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<td>three</td>
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<tr>
<td>but</td>
<td>long</td>
<td>to</td>
</tr>
<tr>
<td>by</td>
<td>make</td>
<td>two</td>
</tr>
<tr>
<td>can</td>
<td>man</td>
<td>up</td>
</tr>
<tr>
<td>come</td>
<td>many</td>
<td>us</td>
</tr>
<tr>
<td>day</td>
<td>me</td>
<td>very</td>
</tr>
<tr>
<td>did</td>
<td>much</td>
<td>was</td>
</tr>
<tr>
<td>do</td>
<td>new</td>
<td>we</td>
</tr>
<tr>
<td>down</td>
<td>no</td>
<td>were</td>
</tr>
<tr>
<td>eat</td>
<td>not</td>
<td>what</td>
</tr>
<tr>
<td>for</td>
<td>of</td>
<td>when</td>
</tr>
<tr>
<td>from</td>
<td>old</td>
<td>which</td>
</tr>
<tr>
<td>get</td>
<td>on</td>
<td>who</td>
</tr>
<tr>
<td>give</td>
<td>one</td>
<td>will</td>
</tr>
<tr>
<td>go</td>
<td>or</td>
<td>with</td>
</tr>
<tr>
<td>good</td>
<td>other</td>
<td>work</td>
</tr>
<tr>
<td>had</td>
<td>our</td>
<td>would</td>
</tr>
<tr>
<td>has</td>
<td>out</td>
<td>you</td>
</tr>
<tr>
<td>have</td>
<td>put</td>
<td>your</td>
</tr>
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</table>
FRY 2\textsuperscript{nd} HUNDRED:

<table>
<thead>
<tr>
<th>also</th>
<th>home</th>
<th>read</th>
</tr>
</thead>
<tbody>
<tr>
<td>away</td>
<td>house</td>
<td>red</td>
</tr>
<tr>
<td>back</td>
<td>into</td>
<td>right</td>
</tr>
<tr>
<td>ball</td>
<td>kind</td>
<td>run</td>
</tr>
<tr>
<td>because</td>
<td>last</td>
<td>saw</td>
</tr>
<tr>
<td>best</td>
<td>left</td>
<td>school</td>
</tr>
<tr>
<td>better</td>
<td>let</td>
<td>should</td>
</tr>
<tr>
<td>big</td>
<td>live</td>
<td>soon</td>
</tr>
<tr>
<td>book</td>
<td>look</td>
<td>stand</td>
</tr>
<tr>
<td>both</td>
<td>make</td>
<td>sure</td>
</tr>
<tr>
<td>box</td>
<td>may</td>
<td>tell</td>
</tr>
<tr>
<td>bring</td>
<td>men</td>
<td>than</td>
</tr>
<tr>
<td>call</td>
<td>more</td>
<td>these</td>
</tr>
<tr>
<td>came</td>
<td>morning</td>
<td>thing</td>
</tr>
<tr>
<td>color</td>
<td>most</td>
<td>think</td>
</tr>
<tr>
<td>could</td>
<td>mother</td>
<td>too</td>
</tr>
<tr>
<td>each</td>
<td>name</td>
<td>tree</td>
</tr>
<tr>
<td>ear</td>
<td>near</td>
<td>under</td>
</tr>
<tr>
<td>far</td>
<td>never</td>
<td>until</td>
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<tr>
<td>find</td>
<td>next</td>
<td>use</td>
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<td>first</td>
<td>night</td>
<td>want</td>
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<tr>
<td>found</td>
<td>only</td>
<td>where</td>
</tr>
<tr>
<td>four</td>
<td>open</td>
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<tr>
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<td>own</td>
<td>why</td>
</tr>
<tr>
<td>got</td>
<td>people</td>
<td>wish</td>
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<tr>
<td>hand</td>
<td>please</td>
<td>year</td>
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### FRY 3rd Hundred:

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<th>Word 2</th>
<th>Word 3</th>
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<td>always</td>
<td>fine</td>
<td>second</td>
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<tr>
<td>anything</td>
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<td>seven</td>
</tr>
<tr>
<td>around</td>
<td>food</td>
<td>show</td>
</tr>
<tr>
<td>ask</td>
<td>full</td>
<td>sing</td>
</tr>
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<td>ate</td>
<td>funny</td>
<td>sister</td>
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<tr>
<td>bed</td>
<td>gave</td>
<td>sit</td>
</tr>
<tr>
<td>brown</td>
<td>green</td>
<td>six</td>
</tr>
<tr>
<td>buy</td>
<td>grow</td>
<td>sleep</td>
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<tr>
<td>car</td>
<td>happy</td>
<td>small</td>
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<tr>
<td>carry</td>
<td>hard</td>
<td>start</td>
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<tr>
<td>clean</td>
<td>hat</td>
<td>stop</td>
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<tr>
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<td>thank</td>
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<td>help</td>
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<td>today</td>
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<td>hot</td>
<td>took</td>
</tr>
<tr>
<td>didn't</td>
<td>jump</td>
<td>try</td>
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<td>does</td>
<td>keep</td>
<td>turn</td>
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<td>walk</td>
</tr>
<tr>
<td>don't</td>
<td>love</td>
<td>warm</td>
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<td>money</td>
<td>water</td>
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<td>woman</td>
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<td>now</td>
<td>write</td>
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<td>o'clock</td>
<td>yellow</td>
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<td>yes</td>
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<tr>
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<td>part</td>
<td>round</td>
</tr>
<tr>
<td>fat</td>
<td>ride</td>
<td>same</td>
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</tbody>
</table>
READING WITH UNITY:

a  airplane  all  and  animal  apple  are  at  away  baby  ball  balloon  banana  bear  big  bike  bird  black  blue  boat  box  boy  bread  brown  but  by  came  can  candy  car  chair  chicken  come  coming  cow  cup  did  do  dog  doing  drank  drink  drinking  drinks  Earth  eat  eight  elephant  fast  finding  fish  flower  for  found  funny  game  gave  get  giving  girl  go  going  good  got  green  had  happy  has  have  he  help  helping  her  high  hill  horse  I  I am  ice cream  in  is  it  jump  knife  little  long  look  looked  looking  magazine  man  me  milk  mother  mouse  my  new  not  of on  or  orange  other  out  paper  pencil  picture  pink  plate  play  played  playing  pretty  purple  put  putting  rabbit  red  ride  riding  rode  run  said  saw  saying  school  scissors  see  seeing  she  sit
six     this     went
slow    to      were
spoon   took     what
squirrel tree     when
street   two     where
table   under    will
take    up       window
taking  us       with
teacher vegetable yellow
telephone waffle     you
the     was      zoo
there   water    
they    we