


PRC

Let's Get Talking: Using AAC in the Classroom!



Speaking Reading Writing

EMPOWERING TODAY, INSPIRING TOMORROW

1

PRC

Today's Agenda

- Some background information on
 - speech and language development
 - core vocabulary
- General Classroom Strategies
 - Learn the AAC System
 - Model Target Vocabulary
 - Create Communication Opportunities
 - Use Descriptive Teaching
 - Engineer the Classroom
- Let's get talking during...
 - speaking activities
 - reading activities
 - writing activities

4

PRC

Disclosure

Hello, my name is Jennifer Thomas.

I am a salaried, regional consultant for PRC,
as well as one of more than
100 employee owners.

I am an ASHA Certified Speech Language
Pathologist, Member of ASHA and ASHA SIG 12.

2

PRC

BACKGROUND INFORMATION

- Speech and Language Development
- Core Vocabulary

5

PRC

Learning Outcomes

- After today, you will be able to:
 - state the connections between early speech and language development and AAC
 - define and give examples of core and fringe vocabulary
 - tell one way to engineer the classroom to promote use of core vocabulary
 - pick vocabulary to target during speaking, reading and writing activities
 - find and create supports for that vocabulary
 - set up and deliver activities to foster communication

3

AAC Language Lab Stages Chart

Language Lab

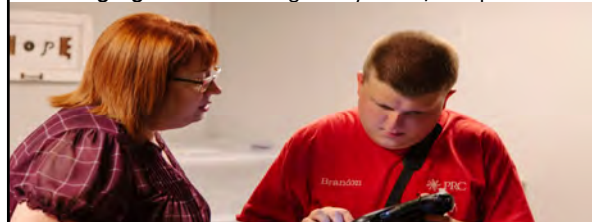
LANGUAGE STAGES

Language Stage	Stage 1: Pre-linguistic	Stage 2: Single word	Stage 3: Two word	Stage 4: Multi word	Stage 5: Complex
Language Stage	Infants and young children who are not yet speaking.	Children who are beginning to use single words.	Children who are beginning to use two word phrases.	Children who are beginning to use multi word phrases.	Children who are beginning to use complex sentences.
Expected Outcome	The child will use non-verbal communication (e.g., eye gaze, pointing, reaching) to express needs and desires.	The child will use single words to express needs and desires.	The child will use two word phrases to express needs and desires.	The child will use multi word phrases to express needs and desires.	The child will use complex sentences to express needs and desires.
Support Program	Any child with a language delay or disorder who is not yet speaking.	Any child with a language delay or disorder who is beginning to use single words.	Any child with a language delay or disorder who is beginning to use two word phrases.	Any child with a language delay or disorder who is beginning to use multi word phrases.	Any child with a language delay or disorder who is beginning to use complex sentences.

7

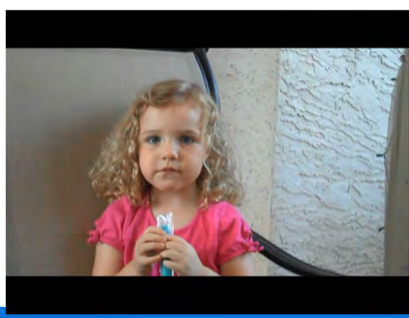
So, an AAC device...

- Gives an individual an **alternate way to produce speech**
- Gives an individual another way to **acquire language** without having to rely on his/her speech



8


Why Core Vocabulary? Rylee - 3 ½



11

Pop Quiz! True or false...


- Speech and language are the same thing.
- AAC provides an alternate way for people to speak, acquire language and communicate.
- Researchers have documented early language development.



9


What did you do at art class today?
We said the flute.
 What else did you do?
We played nicely.
 What did you do with the boy?
We played mom and dad.
 What else did you do?
We were being dinosaurs.
We didn't fight.
 Can you think of something else you did today?
I played the drum.
 How did you play the flute?
Very softly.

What did you do to help the boy?
I played nicely with the flute, didn't fight, played mom and dad, played dinosaurs.
 What did you do to play mom?
I was at work and then I found the dad.
 What did you do when you found the dad?
Hugged him.



12

Why Single Words?




vs.

- Easier to learn – pairing a motor act with an auditory output followed by a meaningful natural response
- Provide flexibility in expression (*generative language*)
- 20 phrases... only 20 things to say
- Remember early language development

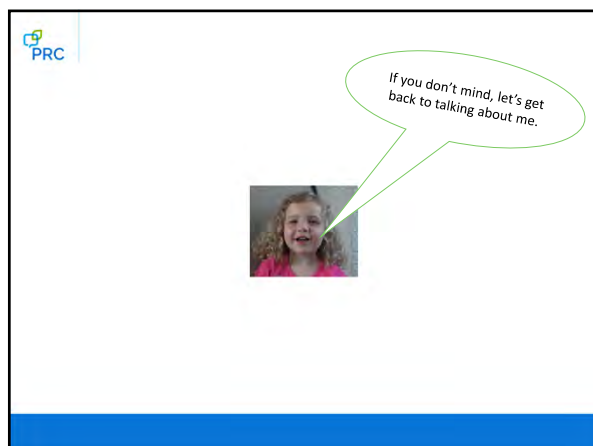
10

Core Vocabulary

- Every language has this basic feature:
 - The vast majority of everything spoken or written in a language is produced using a small subset of the overall vocabulary
- In English
 - 80% of spoken/written language comes from 400-500 words
 - 20% comes from bank of 10,000's of words
 - Vanderheiden & Kelso (1987)
 - Boenisch, J. (2014)
 - Boenisch, J. & Soto, G. (2014)
- Which word is more useful across a variety of situations?



13



14

Vocabulary Selection

- Research tells us which words are used most frequently
- Individual's preferences gives us insight into which fringe vocabulary to include

17

Pronouns: (3)	Conjunctions: (1)	Articles: (1)
• I – 4	• And – 3	• The – 4
• We – 5		
• Him	Contractions: (1)	Nouns: (3)
	• Didn't – 2	• Flute – 2
Verbs: (9)	Prepositions: (2)	• Dinosaurs – 2
• Said	• With	• Drum
• Played – 6	• At	
• fight – 2	Adverbs: (4)	Names: (2)
• Being	• Very	• Mom – 2
• Were	• Softly	• Dad – 3
• Was	• Nicely – 2	
• Work	• Then	
• Found		
• Hugged		


80% core
20% fringe

15



19

Toddler Vocabulary



23 core words shown at right comprise 96.3% of the total words used by toddlers in this study.

Banajee et al. 2003

Words	Percentage
I	9.5
no	8.5
yes/yeah	7.6
my	5.8
the	5.2
want	5.0
is	4.9
it	4.9
that	4.9
a	4.6
go	4.4
mine	3.8
you	3.2
what	3.1
on	2.8
in	2.7
here	2.7
more	2.6
out	2.4
off	2.3
some	2.3
help	2.1
all done/finished	1.0
Total	96.3


16

“Repetition with Variety”

Gail VanTatenhove

- Do different activities, but keep the vocabulary constant
 - Use the same core words throughout the day
 - Keep those words in the same spot
- Do the same activity, but vary the target vocabulary
 - Making a smoothie
- Change one thing at a time, not both
 - When learning about ‘go’, systematically introduce new situations where we can say ‘go’
 - When making a smoothie for the first time, introduce ‘in’ and ‘on’. The second time around, introduce ‘cold’ and ‘yum’.


20



Core = Variety

- Variety of Word Classes
 - Pronouns: I, you, it, my, me, mine
 - Verbs: do, go, put, make, get, like, work
 - Negation: not, don't
 - Prepositions: in, on, off, out, down
 - Question words: what, where
 - Modifiers: some, more
- Variety of Communicative Functions
 - Direct actions – go out
 - Reject – don't like
 - Ask for information – what that?
 - Share information – mine
 - Request – want some
 - Comment – like it

21



Identifying target vocabulary in Routines


Identify Target Words within Your Routines

What do you say?
What do your students say?

How can you use Routines Based Language to Target Critical Communication Skills?

EMPOWERING TODAY, INSPIRING TOMORROW


25



"Give Core, Get Language" Bruce Baker

- Core allows you to...
 - generate novel messages
 - diversify the individual's vocabulary
 - teach a variety of pragmatic functions/reasons to communicate
 - teach grammar
 - increase MLU

23




Communication Inventory

Routine /Activity	Behavior/Action	What it means	Target CORE word	Target Phrases
	Gesture towards, grab hand	Come with/to me	Come	Come here, Come sit, Come play, Come read
	Points at cabinet	Wants a juice box	Drink	Get drink, Get drink please, I (m) thirsty
	Hand her the milk carton	Help, open	Help, open	
	Throws cream	Done	Finished	I'm finished, want different
	Brings food items to you	Wants to eat	Eat	Mac and cheese chips, apples
	Brings you your purse	Go get French fries	Go, get,	French fries
	Says "Do you need to go to the bathroom"	I need to go to the bathroom	Go, bathroom, need	Need, go, bathroom

EMPOWERING TODAY, INSPIRING TOMORROW

26




Identifying target vocabulary in curriculum

- What do you use to teach?
- Examples: Unique Learning Curriculum, Edmark, News 2 You, Thematic Units

How can you use Routines Based Language to Target Critical Communication Skills?

EMPOWERING TODAY, INSPIRING TOMORROW

24



Identifying target vocabulary in Highly Motivating Activities

Identify Target Words within Highly Motivating Activities

What do you say?
What do your students say?

How can you use Routines Based Language to Target Critical Communication Skills?

EMPOWERING TODAY, INSPIRING TOMORROW

27

PICK WORDS THAT FIT ALL THREE CATEGORIES

Examples:

28



Learn the AAC System



31



Pop Quiz! True or false...

- Core words are statistically used more frequently.
- Cookie, dog and car are examples of core words.
- Individuals should not have access to nouns.



29



Learn the AAC System

- It's difficult to teach something you don't know.
- Know how to find words on the AAC system.
 - Understand the architecture and organization
 - Explore the device
 - Take a class offered by the manufacturer
 - Use Word Finder
- Learn with your student.
 - Think aloud while learning
 - "I don't know where the word *clean* is on your talker as in *clean* up. Let's go on a hunt and find it. Let's look under bathtub because we get clean in the bath. There it is, *clean*."

32



GENERAL CLASSROOM STRATEGIES

- Learn the AAC System
- Model Target Vocabulary
- Create Communication Opportunities
- Use Descriptive Teaching
- Engineer the Classroom

30

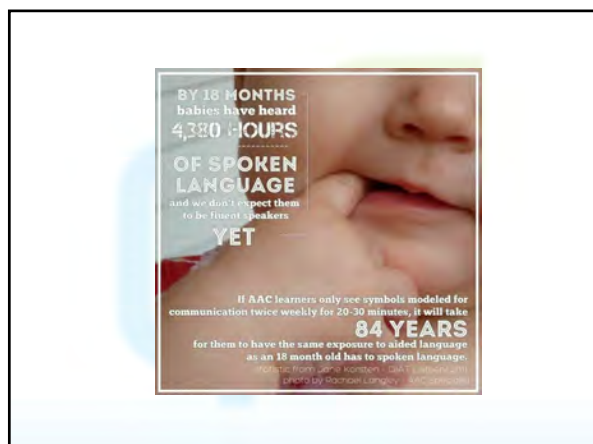


Model Target Vocabulary

- Provide an example of a behavior without expecting a response.
- [Learning "He should" with Pogg](#)
- Model different reasons for communicating
 - Make a comment – "awesome"
 - Describe something – "cold"
 - Ask a question – "Who?"

(Drager et al., 2006) (Roth, F. & Worthington, C., 2001)

33



34

Create Communication Opportunities

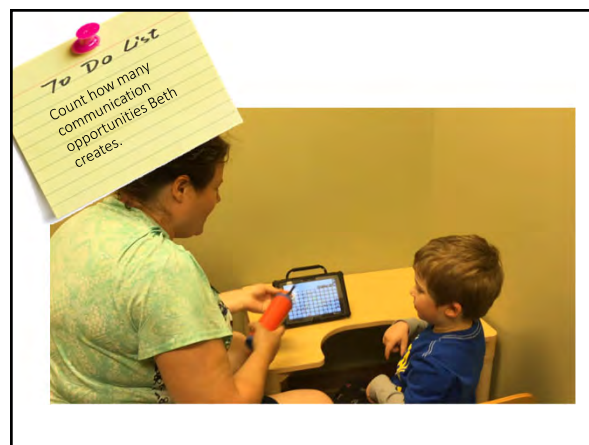
Planning for communication opportunities in every aspect of speech-language (communication) therapy helps ensure productive use of time and effort for both clinician and learner. **It is not enough to talk to a student, it is not enough to provide fun activities without lots of opportunity for active participation and more specifically communication initiation.** Another word for communication initiation/opportunities is communication temptations. Communication temptations are **structured situations designed to entice a variety of specific communication functions or semantic relations** (Werberby, 1998). There needs to be lots of times where there is targeted modeling and then a specific, obvious reason for the learner to be the initiator of communication. A temptation to communicate.

<http://practicalaear.org/sites/default/files/practical-communication-opportunities-in-slp-sessions/>

39



37



41

How do you model ...

- During academic times?
- During daily routines?
- During child directed activities?

38

“One of the biggest barriers to **Language Learning** in our classrooms is that we tend to focus on **rote memory** of the main vocabulary words instead of **understanding concepts.**”

Robin Hurd

Need: Opportunities to learn concepts, not just memorize vocabulary words.

42

Use Descriptive Teaching

Referential

- The target is referential.
- The target is usually fringe vocabulary which may or may not be in the student's AAC system.
- It sounds like a quiz question and typically only has one right answer.
- For example
 - What is the weather?
 - What is the season?

Descriptive

- The target is a descriptive response.
- The target is usually core vocabulary which is typically found pre-stored in the AAC system.
- It sounds like an open-ended statement and invites a variety of responses.
- For example
 - Tell me what it looks like outside today.
 - Tell me something about winter/spring/summer/fall.

43

Revised Calendar Time

- Who knows what today is?
- Tell me 'stop' when I am pointing to Tuesday.
- Tell me something about today (Tuesday).
- Tell me what it looks like outside today.
- Tell me what we can do on a snowy day.
- Why did you have to wear mittens and boots today?
- Tell me something about winter/spring/summer/fall.
- Is Janet here or not here?

46



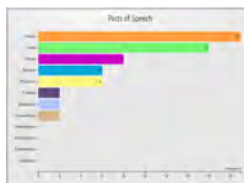
Use Descriptive Teaching

- It is **important to understand the meaning** of referential vocabulary, but it is **not always necessary to store these words** in a device.
- **Descriptive** teaching allows the student to **demonstrate understanding** and gives a teacher better feedback about **progress and comprehension**.

44

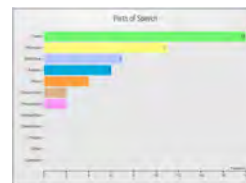
A Comparison

Traditional Calendar Time



realizelanguage.com

Calendar Time with Core



realizelanguage.com

47

Traditional Calendar Time

- Today is _____.
- Yesterday was _____.
- Tomorrow will be _____.
- What is the weather?
- What is the season?
- What do you need to wear?
- Who is here? Who is not here?

45

Revised Classroom Jobs

- "Let's see who will help today. (Device user's name) what is (Classmate's name) going to do to help today?"
- Children take turns drawing a task from the hat to match with a child who is "here" and the device user uses the following core words to describe the task each child will do for the day.

- Matt helper
- Plant helper
- Line helper
- Caboose
- Flag helper
- Book helper
- Napkin helper
- Book helper

48

Engineer the Classroom



49

Core Word of Week- U



Sample Week

- Monday: Adults and students learn where the word is on the AAC system.
- Tuesday: Model use and create opportunities for learning the word.
- Wednesday: Two more contexts
- Thursday: Two more contexts
- Friday: You did it!

Example Week

- Monday- Find *up*
- Tuesday
 - Clean *up* (your room)
- Wednesday
 - Get *up* (in the morning)
 - Pick *up* (from school)
- Thursday
 - Elevator *up*
 - Turn *up* the radio
- Friday- You did it!

52

Engineer the Classroom



50

Word of the Day

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO	2 UP	3 PLAY	4 STOP	5 FUN	6
7	8 READY	9 AGAIN	10 LOOK	11 PUT	12 YUCK	13
14	15 LOOK	16 FEEL	17 MORE	18 WHAT	19 READ	20
21	22 HELP	23 WET	24 CLEAN	25 ALL DONE	26 PUT	27
28	29 TURN	30 ON	31 OFF			

53

Word of the Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO	2 GO	3 GO	4 GO	5 GO	6
7	8 UP	9 UP	10 UP	11 UP	12 UP	13
14	15 PLAY	16 PLAY	17 PLAY	18 PLAY	19 PLAY	20
21	22 STOP	23 STOP	24 STOP	25 STOP	26 STOP	27
28	29 MORE	30 MORE	31 MORE			

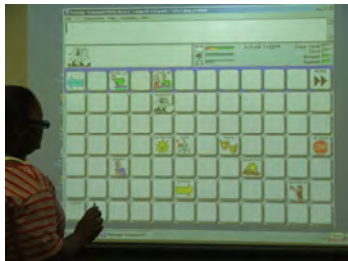
51

Something in Between

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 GO/STOP	2 GO/STOP	3 GO/STOP	4 GO/STOP	5 GO/STOP	6
7	8 UP/DOWN	9 UP/DOWN	10 UP/DOWN	11 UP/DOWN	12 UP/DOWN	13
14	15 PLAY/FUN	16 PLAY/FUN	17 PLAY/FUN	18 PLAY/FUN	19 PLAY/FUN	20
21	22 LOOK/READ	23 LOOK/READ	24 LOOK/READ	25 LOOK/READ	26 LOOK/READ	27
28	29 WHAT/AGAIN	30 WHAT/AGAIN	31 WHAT/AGAIN			

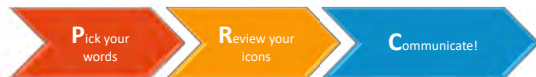
54

PRC Engineering the Classroom with PASS



55


PRC It's as Easy as P-R-C!



58

PRC Pop Quiz!

- When you model you are always expecting the child to do something.
- Know how you are going to create communication opportunities during a motivating activity.
- Descriptive teaching gives students the opportunity to use their core words.
- What core word could you put on a window?



56

PRC P R C

Pick your words

- ☐ Activity based words (highly motivating or academic)
- ☐ IEP Goals
- ☐ Word lists (100 first words, curriculum)
- ☐ Communication functions
- ☐ Your Routine
- ☐ All of the above 😊

59


PRC LET'S GET TALKING DURING...

- Speaking
- Reading
- Writing

57

ACTIVITY IEP GOALS

- ✓ Use color words to describe objects
- ✓ Use prepositions to describe location



WORD LIST

Gail's First 8:

All done
Help
Want
Mine
More
Stop
That
What

COMM. FUNCTIONS

- ✓ Commenting
- ✓ Asking Questions

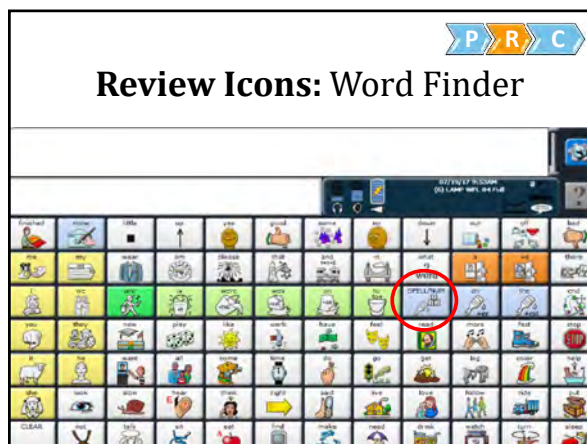
60

Review your icons

- Learn the words via the device
 - Word Finder
- Make support materials for the words
 - PASS software/ Write with Icons
- Limit the words on the device
 - Vocabulary Builder

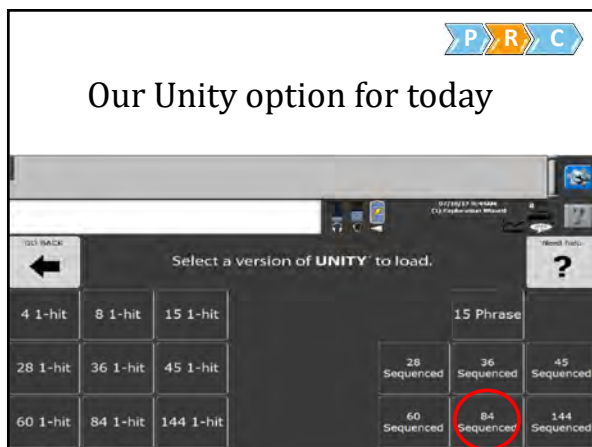
61

Review Icons: Word Finder



64

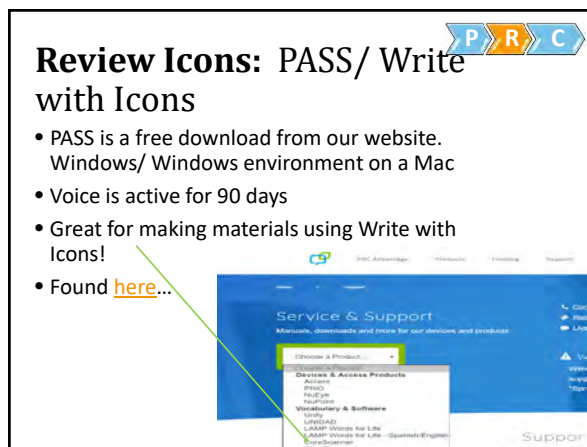
Our Unity option for today



62

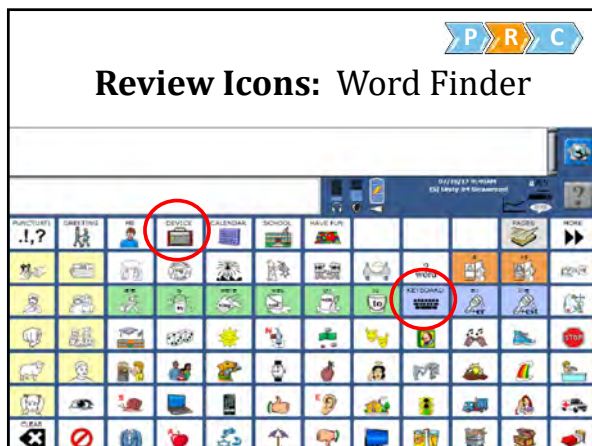
Review Icons: PASS/ Write with Icons

- PASS is a free download from our website. Windows/ Windows environment on a Mac
- Voice is active for 90 days
- Great for making materials using Write with Icons!
- Found [here...](#)



65

Review Icons: Word Finder



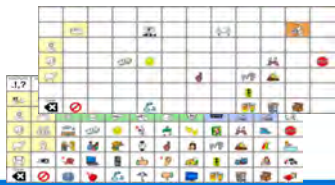
63



66

Review Icons: Vocabulary Builder

- Use Vocabulary Builder (VB) to temporarily limit the number of words that are visible
- Some students may need this more than others
Only 25 words visible
- To learn more
 - See VB QRG
 - [YouTube Video](#)
- Let's take a look!



Over 5000 words available

67

Speaking: Show & Tell




- Goals from Common Core
- [CCSS.ELA-Literacy.SL.1.4](#)
 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- [CCSS.ELA-Literacy.SL.1.3](#)
 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

www.corestandards.org

70

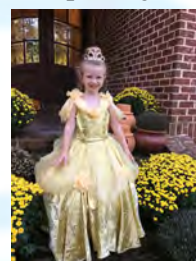
Communicate!



There has been increasing recognition in the AAC field that communication, reading, and writing are interrelated and that integrated instruction that supports development across all areas is beneficial (Clendon & Erickson, 2009).

68

I get candy. I put on a yellow dress. I look pretty.



72

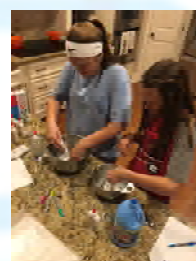
Speaking Activities

- Speaking is generally the first thing support teams think about when working with children using AAC.
- Use device in speaking activities verbal children would do



69


We put in water. We put in glue.
We put in starch. We mix.



73

Review your icons Communicate!

Limit vocabulary using VB

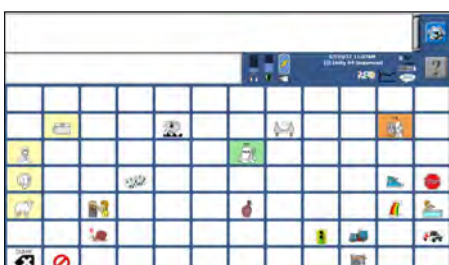


This
From
Home
I
Bring
They
Are
Funny
Dogs
Dress
Think
Want
Why
dance

77

Review your icons Communicate!



Limit vocabulary using VB



Make
pizza
What
in
dough
Help
Mushrooms
and
onions
next
Looks
good
Hot

80

Speaking: Cooking

- Goals from Common Core
- [CCSS.ELA-Literacy.L.K.1.B](#)
 - Use frequently occurring nouns and verbs.
- [CCSS.ELA-Literacy.L.1.1.F](#)
 - Use frequently occurring adjectives.
- [CCSS.ELA-Literacy.L.1.1.G](#)
 - Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- [CCSS.ELA-Literacy.SL.1.2](#)
 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.


78

PRC

Reading Activities

Literacy programs can teach students with CCN strategies that help them to read and write high-frequency words while at the same time teaching them how to find and use those same words on their high-tech AAC devices to support their face-to-face communication

(Erickson, Hatch, & Clendon, 2010).




81

Pick your words

What peers might say in a cooking class

Let's make pizza.
What goes in the dough?
Can I help?
I want mushrooms and onions on my pizza.
What's next?
Looks good.
It's hot.





Our target words - intermediate:

Make pizza
What in dough?
Help
Mushrooms and onions.
What next?
Looks good
Hot


79

Pre-reading Activity

- Common Core Goals - Kindergarten
- [CCSS.ELA-Literacy.RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
- [CCSS.ELA-Literacy.RF.K.2a](#) Recognize and produce rhyming words

82

 **Pick your words**

Brown Bear, Brown Bear...


- Lots of great repeated words in there...
 - Brown Bear, Brown Bear, **what do you see?**
 - I see a Red Bird looking at **me**.

Review your icons

- Limit vocabulary through vocabulary builder

83

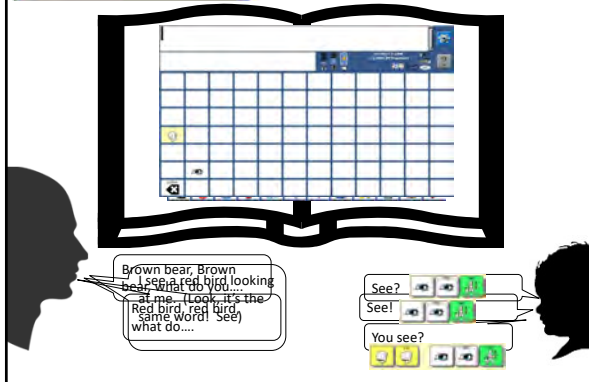
Reading: Sight/ Spelling Words



- Common Core Standards
- [CCSS.ELA-Literacy.RF.K.3c](#)
 - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do*)
- [CCSS.ELA-Literacy.RF.1.3b](#)
 - Decode regularly spelled one-syllable words.


86

Communicate!




84

play



Students who use spoken language	Children who use AAC
See it!	See it!
Say it! (verbally)	Say it! (device/ verbal approximation)
Spell it! (verbal/ written)	Spell it! (device)


87

 **Communicate!**

Different communication options!

- Backwards chaining to identify word in repeated line
- Who should turn the page? Me/ You
- Let's think of rhyming words!
 - Whee... me/ see
 - Ew... you/ do
 - Cut... what

85

 **Pick your words**

Early sight words

- The "picking" is often done for you!
- Use Dolch word lists... district reading curriculum... whatever works for you!
- From Dolch:
 - I
 - He
 - And
 - Can
 - Go

88

Review your icons Communicate!



Write with Icons

- Provide visual supports from Write with Icons.



89

Writing – Captions for Photos

From Common Core:

- [CCSS.ELA-Literacy.W.1.8](#)
 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- [CCSS.ELA-Literacy.W.1.6](#)
 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

92


PRC

Additional Reading Resources

- www.aaclanguagelab.com
- www.tarheelreader.org
- www.readitonceagain.com
- PRC Live Online Implementation Classes
 - Learning to Read with AAC: Emergent Literacy
 - Learning to Read with AAC: Conventional Literacy

90

1st




Take fun pictures!

93

PRC

Writing

- For kids who are reluctant to use device to speak or who are learning Unity as a repair strategy, writing is perfect opportunity to practice.
- Great opportunity to work on grammar
- We write for different purposes – narrative writing, letter writing



91

2nd



Transfer pictures to the computer

94

3rd



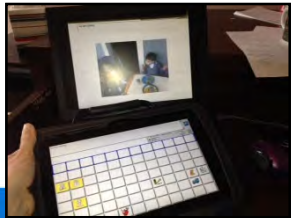
Write about your picture here.

Put photos in PPT or Word

95

Review your icons

- Learn the words via the device
 - Word Finder
- Make support materials for the words
 - PASS software/ Write with Icons
- Limit the words on the device
 - Vocabulary Builder



98

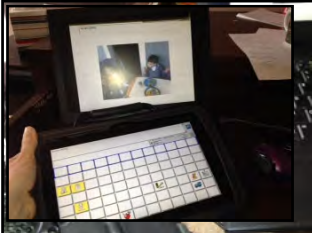
Pick your words

Captions for photos

- Use IEP goals to pick your words
- Goals for Sam:
 - Recall information /events
 - Use correct subject/ verb agreement
 - Use “-ing” verbs in short sentences

96

Communicate!



(1) Connect the device to the computer using:


USB cable that comes with each device

OR

Bluetooth adaptor to connect wirelessly

(2) Turn OUTPUT “on”

OUTPUT MENU in toolbox



99

Pick your words




GOALS:


- (1) Recall information/ events
- (2) Subject/ Verb agreement
- (3) Use of -ing verbs in short sentences

97

I am coloring



100

 **Tie it All Together**

- Identify target vocabulary by taking specific concepts and using core vocabulary to define those
- Choose words that fit into all three categories (teacher, routine, child directed) so that you naturally use:
 1. Generalization
 2. Repeated opportunities
 3. Multiple communication partners
 4. Multiple environments
- Choose words that fit into the Critical Communication Skills matrix


EMPOWERING TODAY, INSPIRING TOMORROW

107

References

- Bragge, M., DiCarlo, C., & Buras-Stricklin, S. (2003) Core Vocabulary Determination for Toddlers, Augmentative and Alternative Communication, 2, 67-75.
- Boenisch, J. (2014) Die Bedeutung von Kernvokabular für unterstützter kommunizierende Kinder und Jugendliche (Core Vocabulary for School-Aged Students with Complex Communication Needs). Logos, 3/2014, 164-178.
- Boenisch, J. & Soto, G. (2014). The oral vocabulary of typically developing English-speaking school-aged children: Implications for AAC practice, Augmentative and Alternative Communication, 33(1), 17-36.
- Drager, K., Postal, V., Carrolus, L., Castellano, M., Gagliano, C., Glynn, J. The effect of aided language modeling on symbol comprehension and production in two preschoolers with autism. *American Journal of Speech-Language Pathology*, 2006, 15, 112-125.
- Erickson, K. A., Clendon, S. A. (2009). Addressing the literacy demands of the curriculum for beginning readers and writers. In Soto, G., Zangari, C. (Eds.), *Practically speaking: Language, literacy, and academic development for students with AAC needs* (pp. 195-216). Baltimore, MD: Paul H. Brookes.
- Erickson, K. A., Hatch, P., & Clendon, S. (2010). Literacy, assistive technology, and students with significant disabilities. *Focus on Exceptional Children*, 42(3), 1-16.
- Halloran, J., & Halloran, C. (2012). *Language Acquisition through Motor Planning: AAC Strategies for Promoting the Development of Communication for Individuals with Autism Spectrum Disorder*. The Center for AAC and Autism.
- Roth, F., & Worthington, C. (2001). *Treatment Resource Manual for Speech-Language Pathology*, 2e. Canada: Singular Thomson Learning Inc. 124-125.
- Vanderheiden, G. & Kelso, D. (1987) Comparative Analysis of Fixed-Vocabulary Communication Acceleration Techniques. *AAC Augmentative and Alternative Communication*, 3, 196 -206.
- www.aacanet.org/aac
- www.aacanet.org
- www.readthorway.com
- <http://www.aahs.org/publications/aac-glossary/>
- <http://www.aahs.org/publications/practical-communication-opportunities-in-the-session/>
- www.prentrom.com

110

 **Conclusions**

- AAC in the classroom is doable
- It's as easy as P-R-C...


Pick your words **R**eview your icons **C**ommunicate!

- IEP Goals
- Word List
- Pragmatic Functions
- Based on what other students would say in that activity

- Word Finder
- PASS/ Write with Icons
- Vocabulary Builder

- Focus on important words
- Use speaking, reading, writing activities
- Have fun!

108

 **Thank you!**

- Question?
- Jennifer Thomas
- Jennifer.Thomas@prentrom.com
- www.prentrom.com

EMPOWERING TODAY, INSPIRING TOMORROW

109