

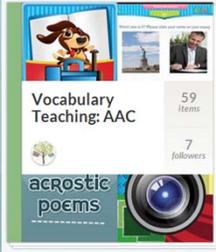
Practical Strategies for Building Vocabulary in Students Who Use AAC

North Carolina Augmentative Communication Association
February 20, 2014

Carole Zangari, Ph.D., CCC-SLP

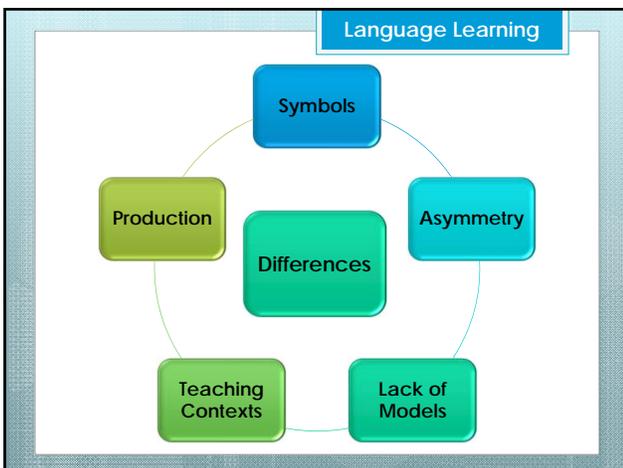
Additional Resources: SpringPad

bit.ly/1f6JDJI



#1

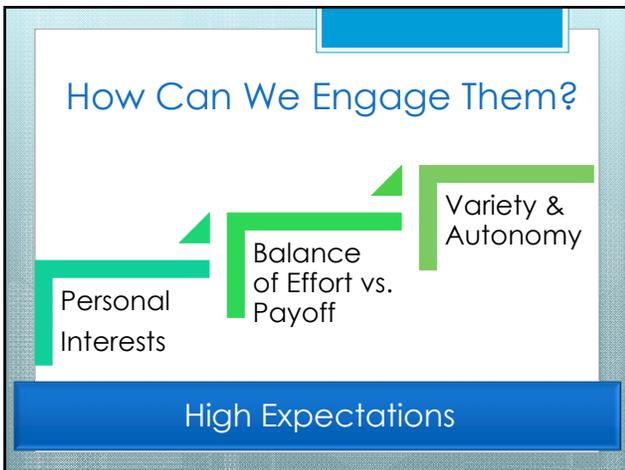
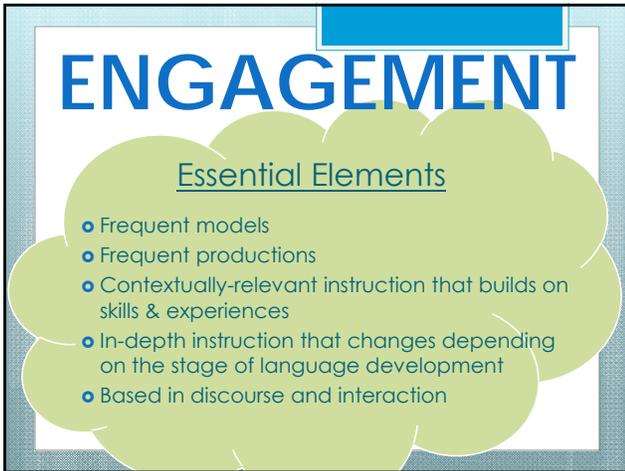
Capital Letter i

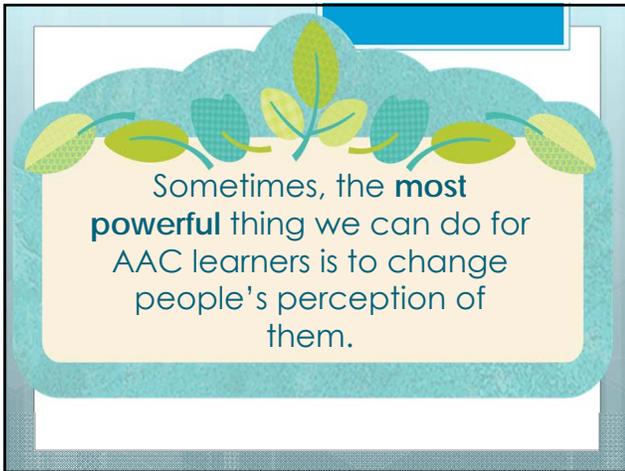


Implications for AAC Vocabulary Teaching

Essential Elements

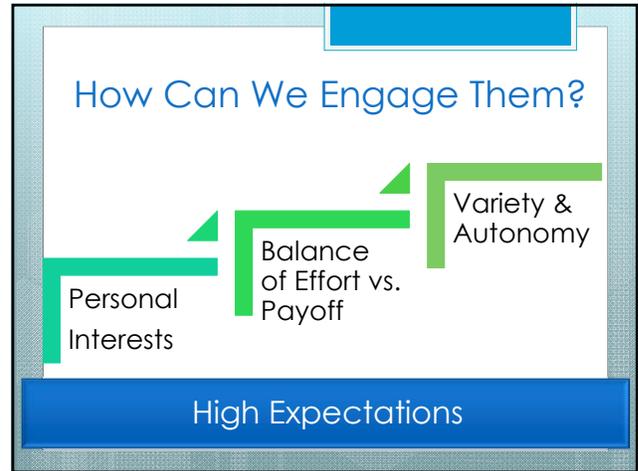
- Frequent models
- Frequent productions
- Contextually-relevant instruction that builds on skills & experiences
- In-depth instruction that changes depending on the stage of language development
- Based in discourse and interaction





Sometimes, the **most powerful** thing we can do for AAC learners is to change people's perception of them.

How Can We Engage Them?



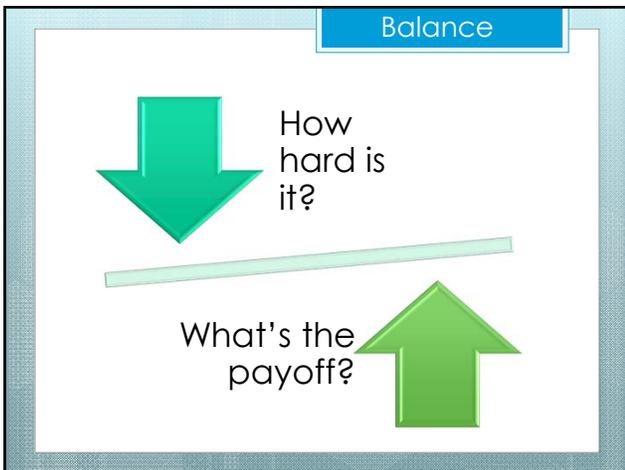
Personal Interests

Balance of Effort vs. Payoff

Variety & Autonomy

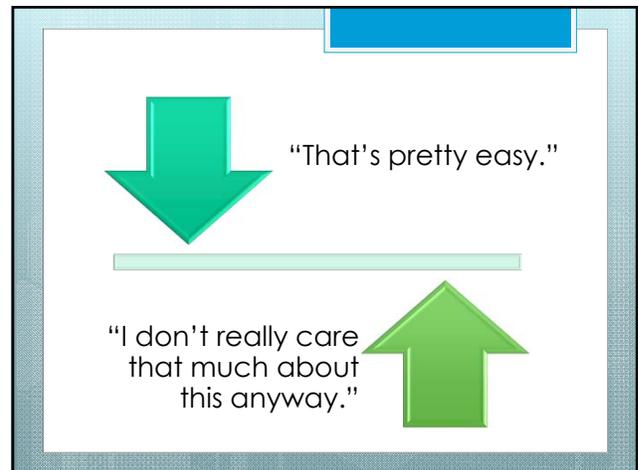
High Expectations

Balance



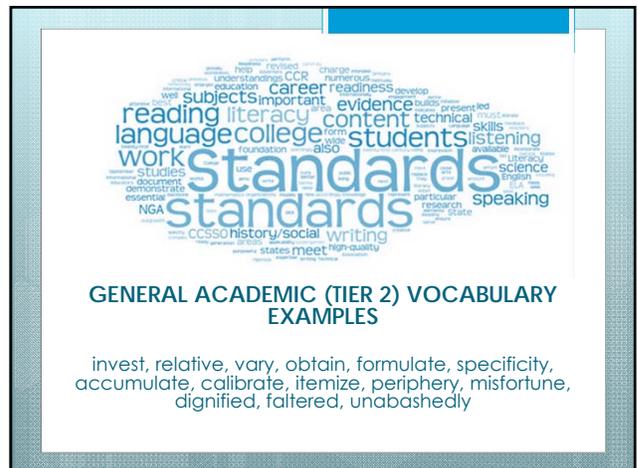
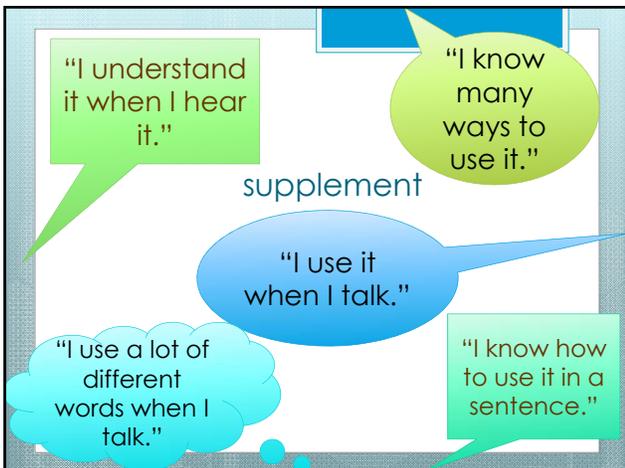
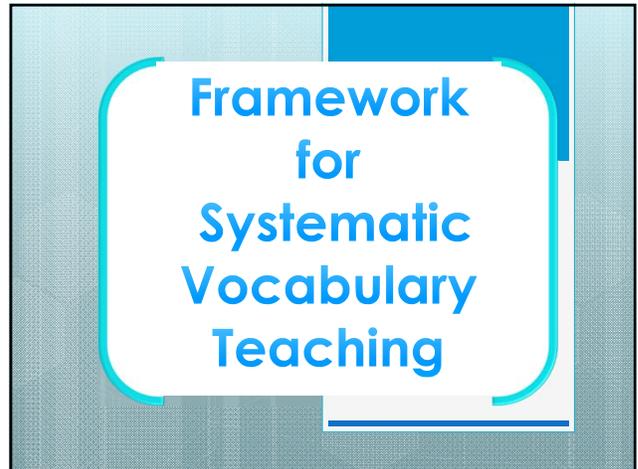
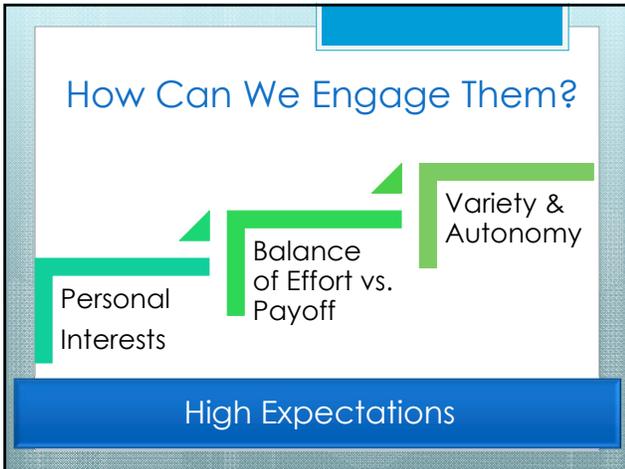
How hard is it?

What's the payoff?

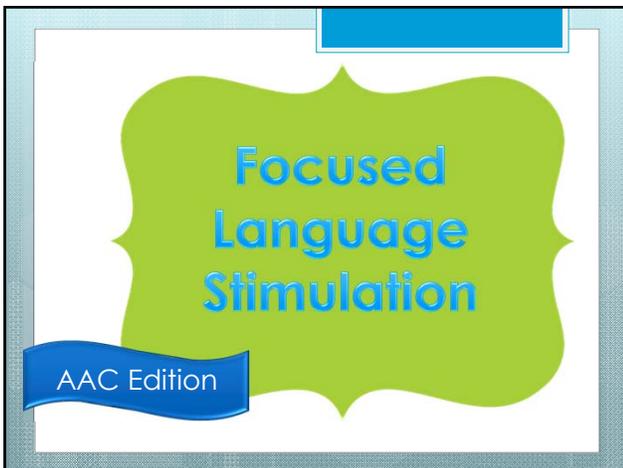
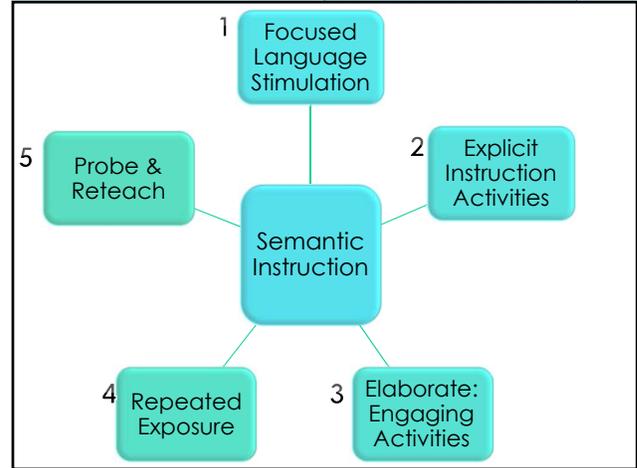


"That's pretty easy."

"I don't really care that much about this anyway."



- Language & Literacy
 - 3: Apply **knowledge of language** to **understand how language functions** in different contexts, to make effective choices for meaning or style, & to comprehend more fully when reading or listening.
 - 4: Determine or clarify the **meaning** of unknown & multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, & consulting reference materials.
- Speaking & Listening
 - 3: **Evaluate speaker's** point of view, reasoning, & use of evidence & rhetoric.
 - 6: **Adapt speech** to a variety of contexts & communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Reading
 - 4: **Interpret words/phrases** used in a text, including determining technical, connotative, & figurative meanings, & analyze how **specific word choices** shape meaning or tone.



- ### Focused Language Stimulation
- Explain new word meanings when they are first used with student-friendly definitions
 - "I expect a lot of effort from you. Effort means trying hard."
 - "You seemed really outraged. Outraged means extremely angry."
 - Have student say it with their SGD
 - Adjust pronunciation, if necessary
 - Have student say it with their inner voice
- (Dickinson, Cote, & Smith, 1993)

Focused Language Stimulation

- Pronounce it. Segment it.
- Have students say it using AAC (e.g., spelling it out on SGD) or natural speech
 - Develop 'inner voice'
- Talk about the part of speech

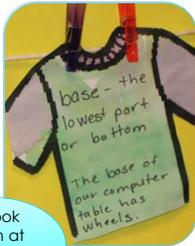
E.g., "One of our new words is productive. It is an adjective or describing word. I'll help you spell it so you can say the word with me... Productive. Good. I'll say it for you by syllables: pro 'duc tive. Now let's say it together: productive. Excellent!"

Focused Language Stimulation

- Give multiple examples to link the known and unknown words.
 - "Great job on your quiz. I bet you tried hard. I bet it took a lot of effort to learn that."
 - "Pulling the fire alarm is really serious. No wonder you felt outraged. No wonder you were extremely angry when she did that."

(Dickinson, Cote, & Smith, 1993)

Word Bombardment



"Put it at the *bottom* of the page."

VS.

"Put it at the base of the page. Where? The *bottom*. The base of the page."

"...look down at the *base* of your desk"

"...draw a line from the top to the *base*"

Opportunities for Production

Link to Meaning



Frequent receptive exposure



Frequent expressive production

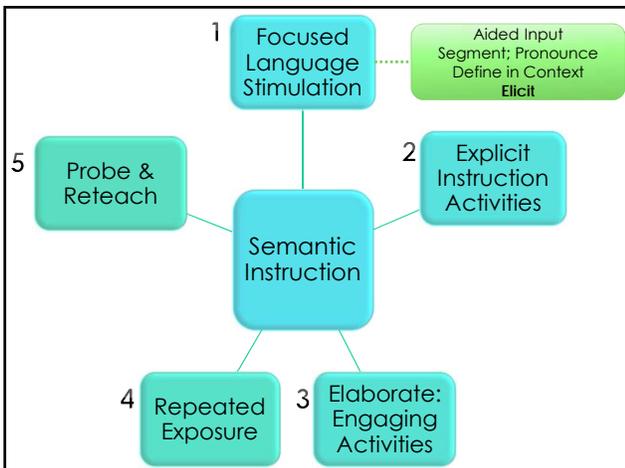
Sample Word List: 6th Grade Social Studies

Ancient	Anthropology	Interdependence
Civilizations	Republics	(economic)
Irrigation	Caste	Class
Middle Ages	Cultural diffusion	Dynasty
Monarchy	Archaeologists	Hieroglyphics
Nomadic	Theocracy	Dark Ages
Technological	Philosophy	Classical
Empire	Geologist	Cartouche
Epics	Polytheism	Plague
Feudalism	Cuneiform	Mythology
Renaissance	Globalization	Medieval

Choosing Which Words to Teach

Review Grade Level Text

- Relates to other words that they are learning
- Appears often in other texts
- Used across domains
- Useful in the writing process
- Has real significance in the text
- Can't derive meaning from context alone



Explicit Instruction

Explicit Instruction

Activities for the student to:

1. Gain clarity
2. Experience new words **repeatedly** in contexts
3. Link new words to students' prior knowledge
4. Connect new words with other words that are semantically- related
5. Learn other forms of the word (e.g., "It was an outrage." "They were outraged by her behavior." "It was an outrageous thing for a teacher to say.")

Lots of production experiences

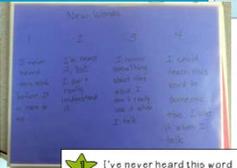


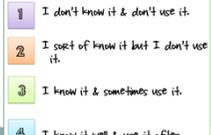
We Can Build Clearer Word Knowledge Through:

1. Self assessment
2. Working with definitions
3. Contrastive examples
4. Building word consciousness

Self Analysis

- Building word consciousness
 - Listening, noticing
- "What do I already know about this word?"
- Rating Scales





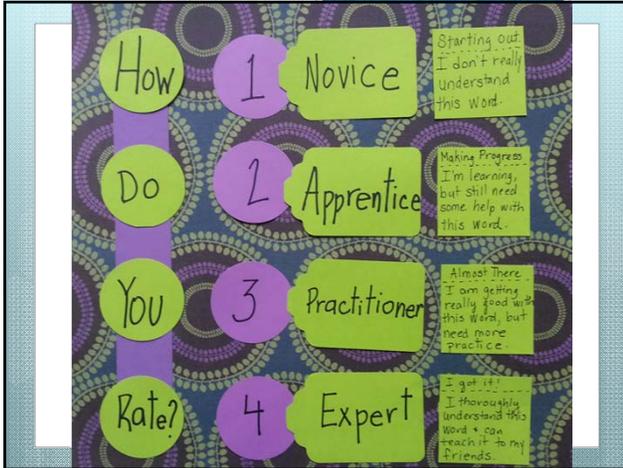
<http://bit.ly/1g1LfEo>

Vocabulary Scale

1	I've never heard it before.
2	I've heard it but I don't know what it means.
3	I might know a little about it.
4	I know something about it.
5	I know a lot about it.



Vocabulary Rating Scales Download



We Can Build Clearer Word Knowledge Through:

1. Self assessment 
2. Working with definitions
3. Contrastive examples
4. Building word consciousness

Rote memorization of a word and definition is the **least effective** instructional method resulting in **little** long-term effect.

(Kameenui, Dixon, & Carnine 1987)

Issues with a "Dictionary Definition" Approach

1. Definitions often use other words that the student doesn't understand.
2. Dictionary has multiple definitions & that can be confusing.
3. Lacks any sort of context.

Definitions are only a starting point.

Student-friendly definitions

ancient
very old

These pyramids were built in ancient times.

Synonyms:
long ago
old-fashioned
out-of-date



launch
to set something in motion

The large rockets **launched** the space shuttle into orbit.

Synonyms:
start
begin
go forward



Photos from Ann Fausnight (www.DevotedtoVocabularyDevelopment.com)

An equation is something that shows the same amount on one-side both sides of the equals sign.

Syn - Number sentence



Cling

PRONOUNCED: klyng

DEFINITION: To hold on tightly to something.

EXAMPLE: The monkey was cling- ing to the mother's leg.

SYNONYMS: cling, clingy, adhesive, stick



FETID
(FET- id), adj.
stinking, foul odor



I'm tired of everyone telling me that I have a fetid smell, so I guess I'll try my own remedy.

Clarify
To make a statement or situation less confusing.

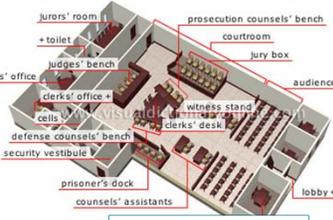


Close-ups
A photo taken up close and showing the subject on a large scale.



Society

Collective environment inhabited by institutions, culture, a concept



JUSTICE
The administration of law in a society.

prison
Place of detention designed to hold people serving sentences.

court
Place where trials are held before a judge and sometimes a jury to determine if a person accused of a crime is guilty or innocent.

Merriam Webster Visual Dictionary

What's another word for **Find It!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

What's the opposite of **Find It!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

Meaning of the word **Find It!**

Sentences with the word **Find It!**

Words that rhyme with **Find It!**

Pronounce the word **Say It!**

Translate the Word from English to Dutch **Translate!**

Find the Plural Of **Find It!**

Find Words All Words Starting With **Find It!**

Word Hippo

Find Similar or Opposite words at WordHippo.com

What's another word for

Find It

What's the opposite of

Find It

Translate the Word

From

Find Words

All Words

Starting With

Enchanted Dictionary

- Scrambled definitions
- Grades 4-6
- Grades 7-12



The screenshot shows the Enchanted Dictionary app interface. It features a purple header with the title "Enchanted Dictionary". Below the title, there are three bullet points: "Scrambled definitions", "Grades 4-6", and "Grades 7-12". The main area displays two overlapping book pages. The top page has the text "the creating is science Architecture buildings of". The bottom page has the text "A vertebrate is an animal that has a backbone." and "This definition is correct! Swipe to continue...".

We Can Build Clearer Word Knowledge Through:

1. Self assessment ✓
2. Working with definitions ✓
3. Contrastive examples
4. Building word consciousness

The Power of Positive & Negative Examples



This is glerm. /

This is NOT glerm. —

Here's glerm. \

NOT glerm. |

Glerm, /

NOT glerm. —

"This is LUB."



The collage includes several images: a pair of high-heeled shoes, a row of baby dolls, a plate of food, a collection of colorful toys, a bowl of snacks, and a bookshelf filled with books.

"This is not LUB."

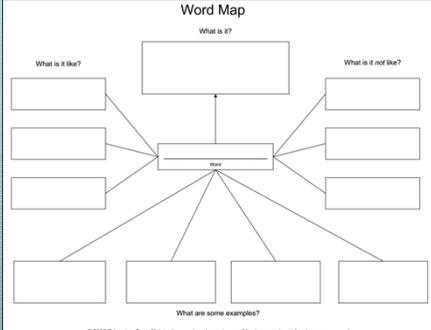
Clear & Clean Examples
 Prototypical exemplars: The average representation of a concept

[Avoid the fringe/outer edges]

"Which of these is probably mature?"

Clean & Clear	Ambiguous
• a wise grandma	• a history teacher
• an experienced babysitter with good judgment	• an energetic singer with a lot of talent
• a 40-foot oak tree	• a 10-foot oak tree
• a teenager who accepts responsibility for mistakes	• a teenager who blames others for mistakes

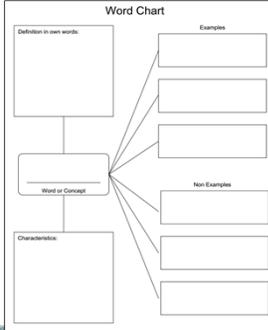
Education Oasis
(<http://bit.ly/1IHfDK2>)



A diagram titled "Word Map" showing a central box labeled "word" with lines connecting it to various surrounding boxes. The boxes are labeled: "What is it?", "What is it like?", "What is it not like?", and "What are some examples?".

© 2008 Education Oasis™ <http://www.educationoasis.com>. May be reproduced for classroom use only.

Education Oasis
(<http://bit.ly/1IHgE4U>)



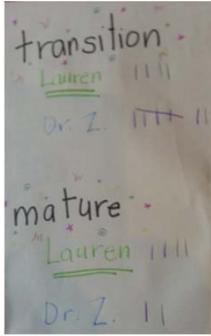
A diagram titled "Word Chart" showing a central box labeled "Word or Concept" with lines connecting it to various surrounding boxes. The boxes are labeled: "Definition in own words", "Examples", "Non-Examples", and "Characteristics".

© 2008 Education Oasis™ <http://www.educationoasis.com>. May be reproduced for classroom use only.

We Can Build Clearer Word Knowledge Through:

1. Self assessment ✓
2. Working with definitions ✓
3. Contrastive examples ✓
4. Building word consciousness

Listen, Notice, Record

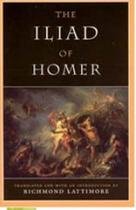


Handwritten word cards on a whiteboard. The first card says "transition" with "Lauren" written below it and "Dr. Z." written to the right. The second card says "mature" with "Lauren" written below it and "Dr. Z." written to the right.

Word Notebooks

Word	Definition	My Rating
annoyed	mildly upset	3
elaborate	expand	2
expose	show or uncover	2
distrayght	extremely upset	1
transition	period of change, growth, or movement	3
narrative	story	1

epic

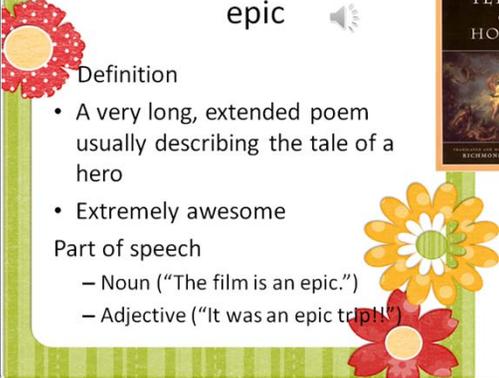


Definition

- A very long, extended poem usually describing the tale of a hero
- Extremely awesome

Part of speech

- Noun (“The film is an epic.”)
- Adjective (“It was an epic trip!”)

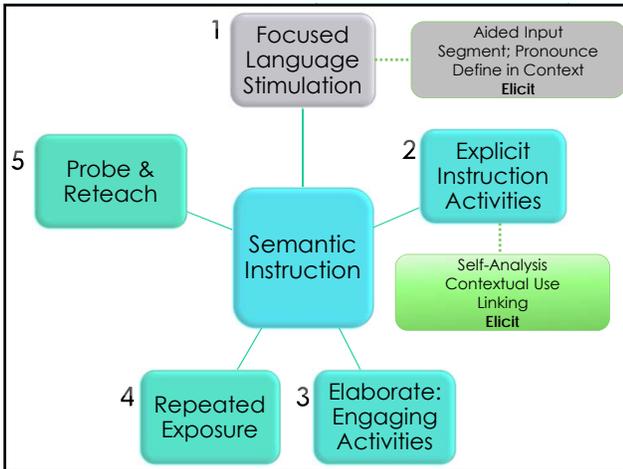


Making Words Meaningful

- Using activities to relate them to known words
 - Make associations
 - Similarities & differences
- Connect with student's life experiences
 - “Where have you heard this word before?”
- Tell stories that feature the key words

“Give me 5”

- “Things that you think about when you hear the word _____.”
- “Things that are similar to _____.”
- “Places where you would see _____.”
- “Feelings that we might experience when _____.”



Classroom-based Approaches

- Specific curriculum or approach
 - What are the expectations?
 - CCSS, Individual State Standards
 - A specific approach or process may already be in place
 - Find out what it is
 - Can be a good starting point
 - May need to guide the team in making modifications for language learning purposes

Word Wizard Process

- Introduce word of the day
- Find out what they know about it
- Consistent structure for new word learning
 - Focus on phonological aspects (i.e., initial phoneme, rhyming, segmentation)
 - Focus on meaning
- Extension activities (e.g., hands-on, practical activities, language experiences)
- Target word bombardment
- Link to known words.
- Add new info to the semantic web based on knowledge gained in extension activities

Word Wizard Approach:

Provides a consistent framework for thinking about new word learning

How do we learn new words?

Think of sound	Think of meaning
<ul style="list-style-type: none"> • It starts with • It rhymes with • It has syllables. 	

For Students with Specific Language Impairment

Parsons, Law, & Gascoigne, 2005

Marzano: Academic Vocabulary

- Step 1:** Teacher gives description/explanation/example
- Step 2:** Teacher asks learner to give description/etc in his/her own words.
- Step 3:** Teacher asks learner to draw a picture, symbol, or locate a graphic that represents the new word.
- Step 4:** Learner participates in activities that provide more knowledge of the words in their vocabulary notebooks.
- Step 5:** Learner discusses new word with other learners.
- Step 6:** Learner participates in games to reinforce word knowledge

Vocabulary Instruction Steps 1-3

What is my learning level of my vocabulary words?	0 I don't know	1 Almost	2 Acceptable	3 Awesome
Step 1: definition, description, explanation, and/or examples	Unable to give explanation at all. "I don't know."	Information is not complete/correct.	Definition or description contains main idea, has a few errors.	Complete definition or description, free of errors
Step 2: student created description/definition	Not able to give a definition at all. "I don't know."	Definition does not provide a clear understanding of the term.	Definition makes sense but is missing key elements.	Definition makes sense and shows understanding
Illustration or drawing to represent the term	Not able to draw a picture to represent understanding. "I can't."	No clear connection between term and illustration	Illustration/drawing is loosely connected to the term.	Illustration/drawing clearly relates to term

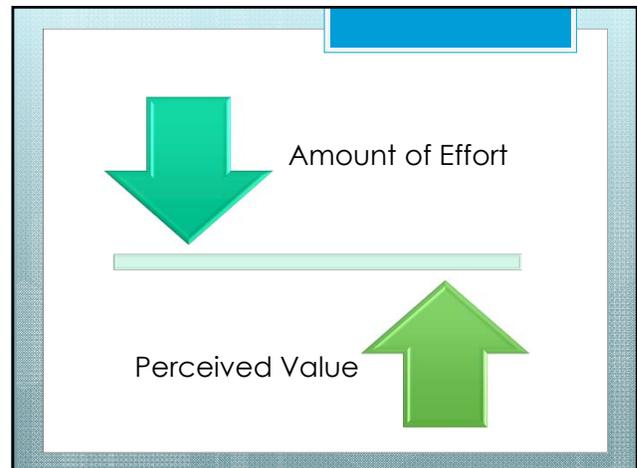
J Davenport via Boardmaker Achieve (<http://bit.ly/19NEAvx>)

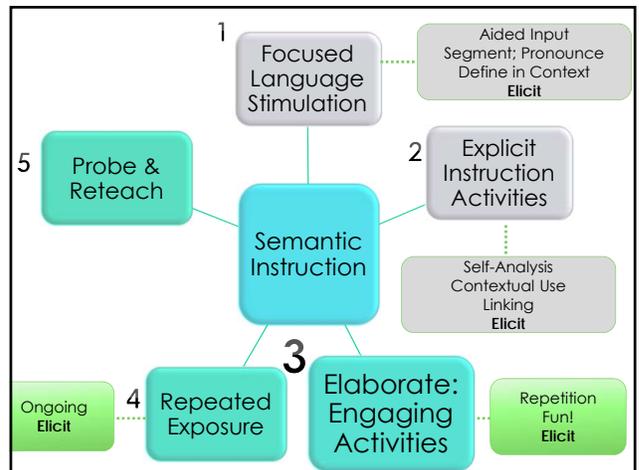
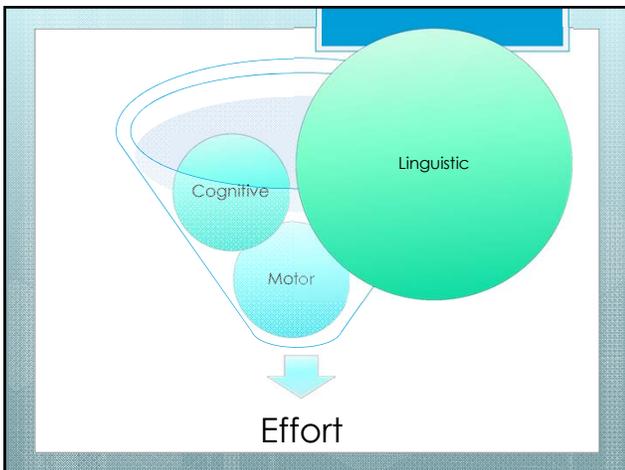
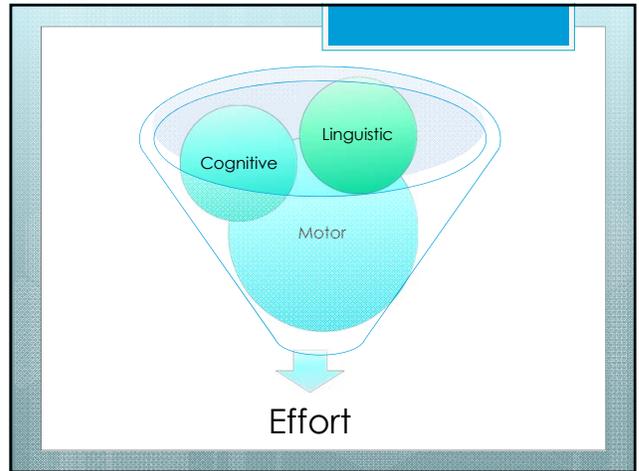
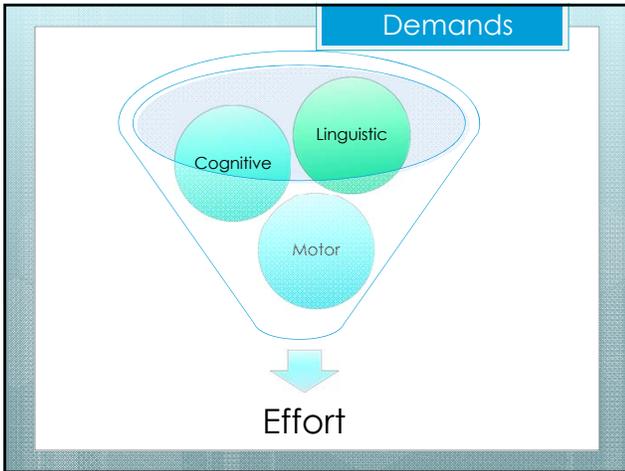
Sample Word List from A State DOE for 6th Grade Social Studies

Ancient	Anthropology	Interdependence
Civilizations	Republics	(economic)
Irrigation	Caste	Class
Middle-Ages	Cultural diffusion	Diversity
Monarchy	Archaeologists	Hieroglyphics
Nomadic	Theocracy	Dark Ages
Technological	Philosophy	Classical
Empire	Geologist	Calculus
Epics	Polypsium	Plague
Feudalism	Cuneiform	Mythology
Renaissance	Globalization	Medieval

How can we address these in a meaningful way?

- With the educator, select some words to target (e.g., ancient, technological, class)
- Consider pre-teaching
- Practice using descriptive language to explain/discuss the word rather than focusing exclusively on the term
- Repetition with variety





Surveys

Leisure

Vote

What do you like to do with your friends?

Hang out

Go to the library

Talk on the phone

Go to the movies

Play video games

Made with LessonPix.

Transportation

How do you get to school? Survey

Circle one method

taxi
starts
train
walk
car
school bus

Other

How many cars does your family have?

Please return all surveys to Room 915 or Mrs. Paul's box

How do you get to school? Survey

Circle one method

taxi
starts
train
walk
car
school bus

Other

?
taxi
starts
train
walk
car
school bus

Circle one method

car
taxi
starts
train
walk
car
school bus

Other

T. Paul via Boardmaker Achieve

Surveys

Hi! Do you have time for a question?
Our Word of the Week is annoyed.
What makes you annoyed? Make a mark below your answer. You can mark as many things as you want. Thank you!

These things annoy me:

- Broken elevators
- Having to rush
- Heavy traffic
- Homework
- Loud places
- People who ask for money
- Rude people
- Something else

It's Survey Time again!

Our Word of the Week is transition. Can you tell me about a time that you made a transition?

1. What happened?
2. When was it?
3. How did you feel about it?
4. What did you learn from the experience?

Thank you!

Surveys

Hi! Do you have time for a question?
Our Word of the Week is annoyed.
What makes you annoyed? Make a mark below your answer. You can mark as many things as you want. Thank you!

These things annoy me:

- Broken elevators
- Having to rush | |
- Heavy traffic
- Homework | |
- Loud places | |
- People who ask for money
- Rude people | | | |
- Something else |

It's Survey Time again!

Our Word of the Week is transition. Can you tell me about a time that you made a transition?

1. What happened?
2. When was it?
3. How did you feel about it?
4. What did you learn from the experience?

Thank you!

Surveys for Vocabulary Building

- Decide on format: list options, conversation
- Determine how client will ask the question: personal SGD, shared classroom device, sequenced communicator (e.g., Step-by-Step, TapSpeak Sequence), showing the survey form
- Program SGD and prepare survey form (and visual support for the steps, if needed)
- Pre-teach the survey process; Practice
- Enlist a few respondents
- Conduct the survey
- Debrief; Add completed Survey to a Word Notebook, bulletin board, etc.

(recent)

“What’s the most **recent** song that you added to your playlist?”



Language Experience Surveys

- “Tell me about a time you were shocked.”
- “Did you ever do anything extravagant?”
- “What do you own in abundance?”
- “Tell me about something you did that took a lot of effort.”

Emotional Component



Vocabulary Sorts

- Advantage: Low cognitive and physical effort
 - Allows a focus on the linguistic learning
- Relatively quick
- Students generally like them, especially when they are interactive
- Can vary the type and level of difficulty
 - Single words
 - Yes/no, positive/negative
 - Contrasted with an opposite
 - Word Pairs

“Effort”

Magazine pictures; Therapy materials you already have (picture cards)



"Go"

Yes

No

Abundance

NO Abundance

Frustrated

Not Frustrated

container

Yes
Possibly
No

Barrel	Basket	Box	Box
Box	Bones	Car Keys	Elevator
Fountain	Jar	Sofacase	Briefcase
Purse	Cardinal	Colored Pencil	Box of Crayons
Scissors	Eight	Pear	Prince

Made with LessonPix

"Effort"

Can also do by labeling the materials with sticky notes

A lot of effort

Little or no effort



The slide illustrates the concept of "Effort" using a magazine cover as a visual aid. The magazine cover features Danica Patrick and is titled "Sports Illustrated". Two sticky notes are placed on the left side of the slide: a yellow one with the text "A lot of effort" and a purple one with the text "Little or no effort".

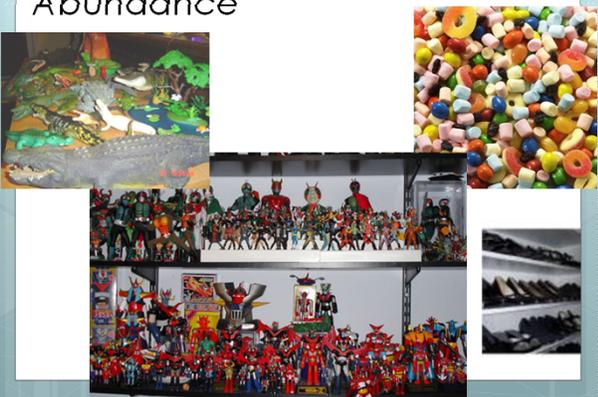
Collages

Things that take a lot of effort.



The slide illustrates the concept of "Collages" with the text "Things that take a lot of effort." Below the text is a collage of four images: a girl sitting at a desk writing, a person climbing a large rock, a large pile of laundry, and a person mopping a floor.

Abundance



The slide illustrates the concept of "Abundance" with a collage of four images: a swampy area with alligators, a large pile of colorful candy, a display of action figures, and a display of shoes.

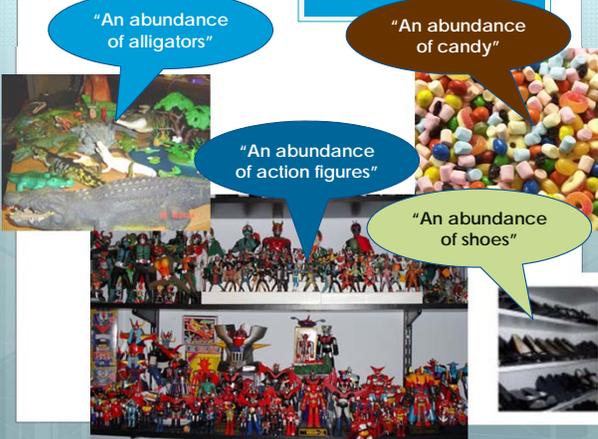
Abundance

"An abundance of alligators"

"An abundance of candy"

"An abundance of action figures"

"An abundance of shoes"



The slide illustrates the concept of "Abundance" with a collage of four images: a swampy area with alligators, a large pile of colorful candy, a display of action figures, and a display of shoes. Each image has a speech bubble pointing to it with the following text: "An abundance of alligators", "An abundance of candy", "An abundance of action figures", and "An abundance of shoes".

scarcity

not enough

Make vocabulary collages on tablets & smart phones.

E.g., PicCollage for iOS & Android

Word Sort

PROFESSOR DUMBLEDORE	GINNY	HAGRID
ancient	hopeful	tender
knowledgeable	youth	colossal
influential	immature	compassionate

Word Pair Sort

WORD PAIR	SAME	OPPOSITES	GO TOGETHER	NO RELATIONSHIP
base-top		X		
base-foundation	X			
base-aside				X
base-down			X	

Think of Sound

Think of Meaning

It starts with __.

It rhymes with __.

It has __ syllables.

Sentence Completion Activities

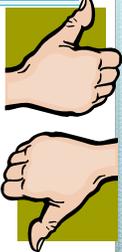
My friends **persuaded** me to _____ .

It would be fun to **decorate** a _____ .

It takes a lot of **effort** to _____ .

These open the door for discussion.

Yes/No Questions



1. "Should you **assume** all dogs are friendly?" [Why?]
2. "Are students who stay up late **productive** in school?" [Why?]

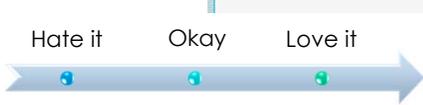
Matching Activities

New Words

1. folks • another word for people
2. diary • book that we write in every day • journal
3. sea • another word for ocean
4. kin • family • someone you care a lot about

Qualitative Rating Scales

Hate it Okay Love it



"How would you feel if..."

1. "Your dad was **persuaded** to buy a TV?"
2. "Your friend **berated** you."
3. "Your mom **obtained** a new car."
4. "Your teacher **produced** a very hard test."

Qualitative Rating Scales

A little Some A lot



“How much time does it take to:”

1. “read a periodical?”
2. “meander through the neighborhood?”
3. “inhale deeply?”
4. “saunter around the mall?”



Rating Scales
Download

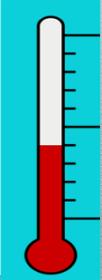
Sentence Substitution

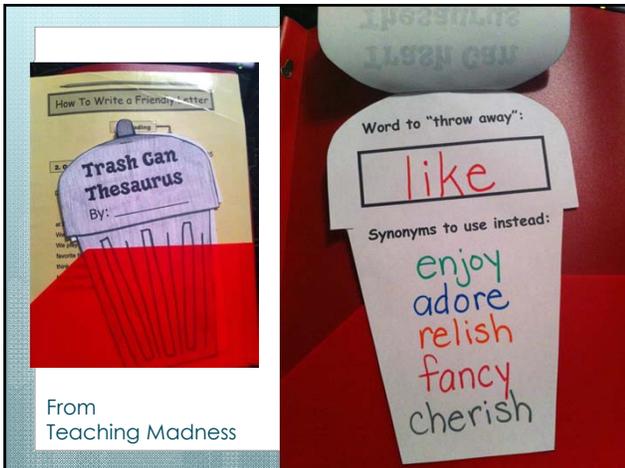
Provide word banks

- We were embarrassed to hear the doctor berate her patient.
reward, insult, remind, persuade
- The boy was commended for returning the wallet he found.
belittled, praised, informed, supported

Set an Expectation for Lexical Diversity

- Introduce the concept
- Rate sentences with key words
 - 5=Fun & Interesting --- 1=Boring
- Make a list of over-used words
 - Brainstorm alternatives
- Keep visual reminders
 - Add to them as needed
 - E.g., Tired Words; Vivid Verbs





From Teaching Madness



Engaging Activities

Engaging Activities

Providing:	Gives us:
• Emotional salience	• A memory advantage
• Repetition with variety	• Something for every learner
• Choice	• An autonomy boost

Commercial Games

- Untimed
- Adapted, as necessary
- Re-make to suit your purpose
- Watch age recommendations
- Junior editions = easier
- Adapted game lending library



Guessing Games

- Give a bank of vocabulary words.
- Present word associations.

Targets: rotund, romp, colossal

- "I'm thinking of a word that:"
 - "means *very large*"
 - "goes with *walking*"
 - "is related to *circle*"

Guessing Games

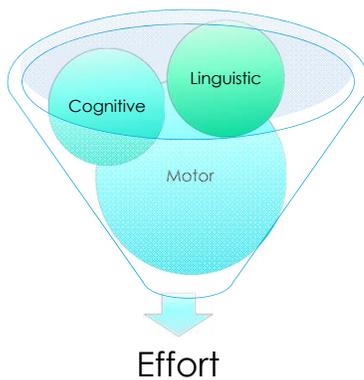
- Display target words e.g., productive, assume, false)
- Give clues
- Students guess (& say) target word



"I'm thinking of a describing word."
 "It is the opposite of 'true!'"
 "Sometimes it can mean 'fake.'"

Apps & Computer Activities

- Fun, engaging
- No endorsement is implied
- Many uses beyond their intended (stated) purpose
 - Allows us to get creative.
- Motor demands may preclude independent use



Acrostic Poems

Use the words you brainstormed to help write your acrostic poem. Your poem should be about the topic word and each line should begin with a letter from the word.

Elegant

- E** Exclusive
- L** Looks sophisticated
- E** Expensive-looking
- G** Generally fancy
- A** Always understated
- N** Never dowdy
- T** Terribly fashionable

MY WORDS

- fancy
- sophisticated
- beautiful
- expensive
- upper class
- desirable
- fashionable
- exclusive

Acrostic Poems
Elegant
By Grade

Back Continue EXIT

<http://www.readwritethink.org/files/resources/interactives/acrostic/>

acrostic poems

What is an acrostic poem?

See history...

acrostic poems

What is an acrostic poem?

An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the poem.

S hines brightly
U p in the sky
N ice and warm on my skin

This poem about the sun uses the letters in the word sun to begin each line.

Get Started

It's Cool To Be CLEVER

The Story of Edson C. Hendricks
the genius who invented the design for the Internet

Apps that focus on a target word (e.g., invent, challenge)
Or allow student to select words

Have you ever wondered how the Internet was really invented? Well, I would like to tell you. My name is Edson Hendricks and I know because I am the one who invented the network design upon which the Internet is based. It was born on May 22nd, 1945, and raised in the small town of Lemoyne, Pennsylvania, right across the Susquehanna River from Harrisburg, the state capital. Almost all the people who lived in Lemoyne and neighboring towns were white, middle class, Protestant Christians. Most folks had very fixed ideas about religion, race, and how everyone "should" be. It made people a bit uneasy if a young boy asked too many questions or was inquisitive.

By the time I started grade school in September of 1951, I felt quite odd, because I already knew how to read! Every Sunday my father held my sister, Wilie, and me on his knee and read the comics to us. I loved the comic strip characters Little Lulu and Nancy and Shaggy, who were always inventing new

Use Avatars

BitStrips

- Introduce an activity
- Create a cartoon or story around a target word
- Share with others

Voki

DoppelMe

“Can I start by telling you how nonchalant she acted when I told her how mad I was?”



Digital Storytelling Apps

- E.g., Tellagami
- Create an animated story around a target word



Tellagami examples at <http://bit.ly/1cz8f5L>

Shadow Puppet App



Learn by Video App (Educational Moviemaker)



SLP Therapy Apps

Conversation TherAPPy

Tell or write a story about being lonely.

Vocabulary-Specific Apps

Middle School Vocabulary

By Monkey in the Middle

Which quiz would you like to practice?

- 01. Nouns - Things
- 02. Adjectives - Amount
- 03. Verbs - with Things
- 04. Nouns - Ideas
- 05. Adjectives - of Ideas
- 06. Verbs - with Ideas
- 07. Nouns - Personal
- 08. Adjectives - of Things
- 09. Verbs - with People

Idioms

His head is in the clouds.

- He's daydreaming or not paying attention.
- He's very tall.
- He's very focused on his work.
- He's flying on an airplane.

She looked like a deer in the headlights.

- She panicked and froze in place.
- She wore antlers to school.
- She looked confident and gave an answer right away.
- She was under a bright spotlight.

Same Meaning Magic

www.VividVocab.com

73. CHARLATAN (N.)

A fake; someone who falsely pretends to be an expert.

Narrative Moment: Charlotte's **tin** was clearly a fake, and Wilbur called her a **CHARLATAN** because she was such a phony; spiders don't even have pigment!

Suitable Synonyms: fraud, fake, phony, mountebank, impostor, quack

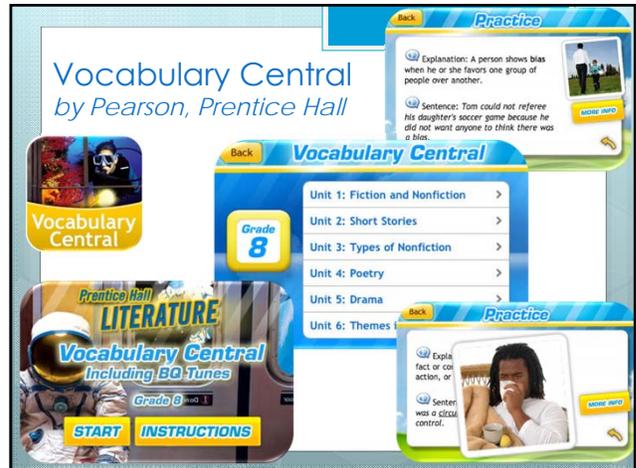
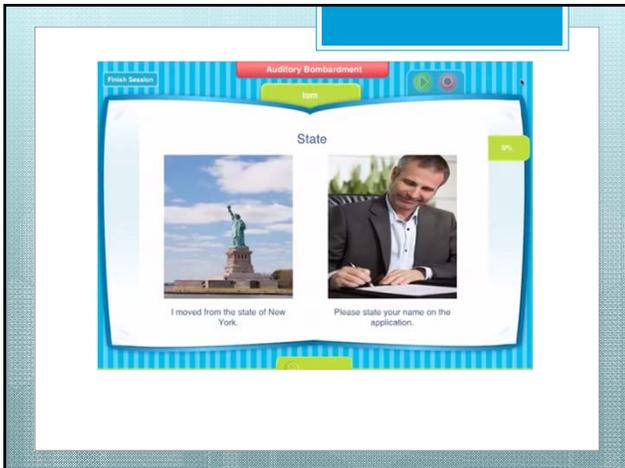
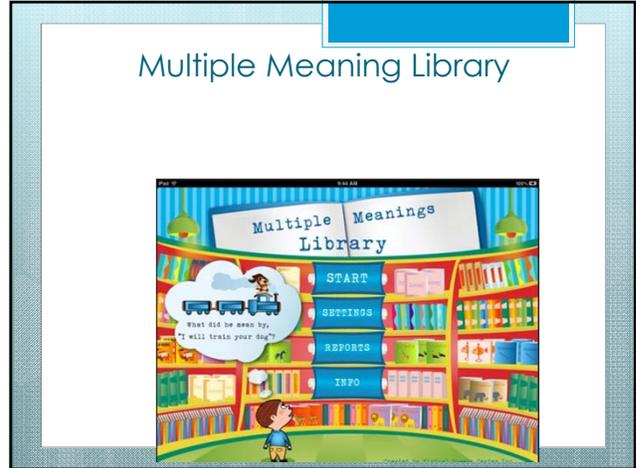
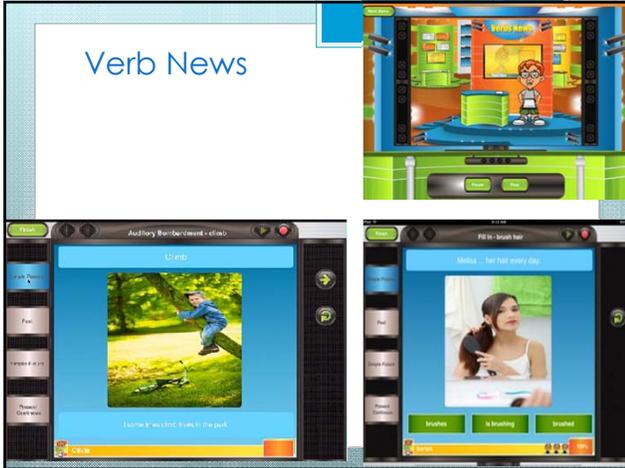
Alt Noun Form: Charlatansy

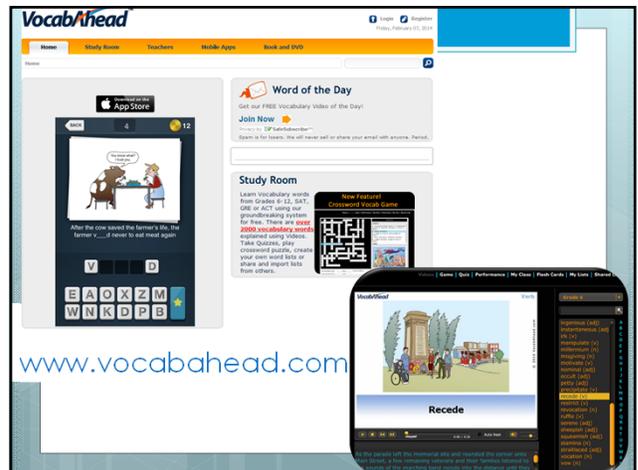
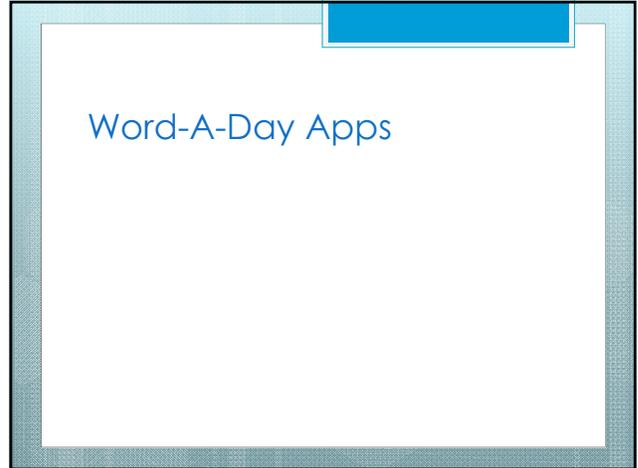
Dictionary Dissection: While synonymous with "fake" or "phony," a **CHARLATAN** very specifically describes one who claims expertise or knowledge in an area in which they're actually quite ignorant. For test purposes, however, "fake" is a perfect synonym.

Explicit Example 1: I don't mind that Gey is a showoff, but I do mind that he's a **CHARLATAN**; the guy pretends he's a wine expert, but he's never even tried the stuff before!

Explicit Example 2: I was horrified to find out that my doctor was a quack and a **CHARLATAN**; he was trying to operate on my lungs, but he only had experience in child psychology!

Charlotte's **tin** was clearly a fake, and Wilbur called her a **CHARLATAN** because she was such a phony; spiders don't even have pigment!





Vocabology
by ThatWithMe

wistful

1. full of yearning or desire tinged with melancholy; also ; inspiring such yearning
2. musingly sad ; pensive

Examples
Dan's gaze was wistful as he watched the movers load the furniture into the truck and thought of all the good times he'd had in the house.

*He wanted something appealing

What's another word for **Find It!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

What's the opposite of **Find It!** ABCDEFGHIJKLMNOPQRSTUVWXYZ

Meaning of the word **Find It!**

Sentences with the word **Find It!**

Words that rhyme with **Find It!**

Pronounce the word **Say It!**

Translate the Word from English to Dutch **Translate!**

Find the Plural Of **Find It!**

Find Words All Words Starting With **Find It!**

Find Similar or Opposite words at WordHippo.com

Word Hippo

What's another word for **Find It!**

What's the opposite of **Find It!**

Translate the Word From

Find Words All Words Starting With

justice

(noun)

1. The state of being just or fair.
2. The ideal of fairness, impartiality etc., especially with regard to the punishment of wrongdoing justice was served
3. judgment and punishment of a party who allegedly wronged (an)other(s) to demand justice
4. The civil power dealing with law. Ministry of Justice the justice system
5. A judge of certain courts. Also capitalized as a title. Mr. Justice Kreyer
6. correctness, conforming to reality or rules

Shahi: Links definition with images from Flickr, Google, Yahoo

Wordia

Search for a word **Search** **Sign Up** **Log In**

Subjects Videos Games ABCDEFGHIJKLMNOPQRSTUVWXYZ

compress by EGN

compress

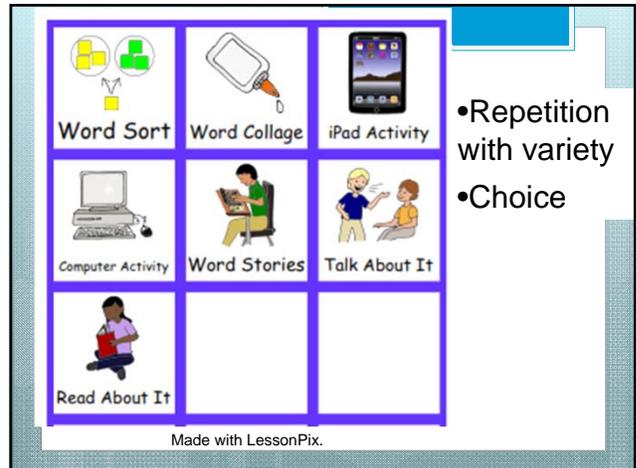
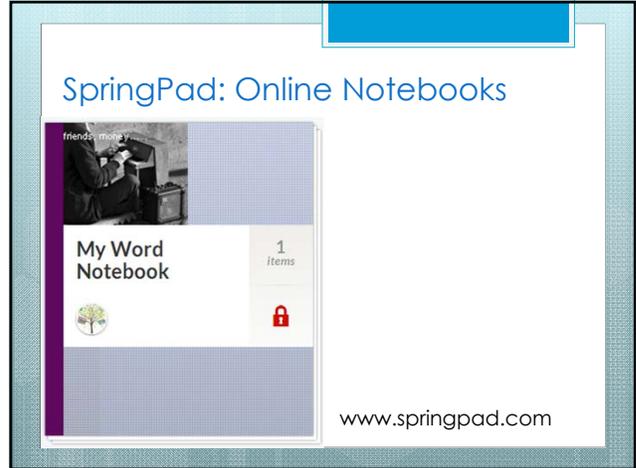
verb, to squeeze together or compact into less space, condense

From **Collins** ©HarperCollins 2008. Collins English Dictionary definition of compress

Full Definition

compress by Wordia

COMPETITION HELP & FEEDBACK ABOUT BLOG TERMS





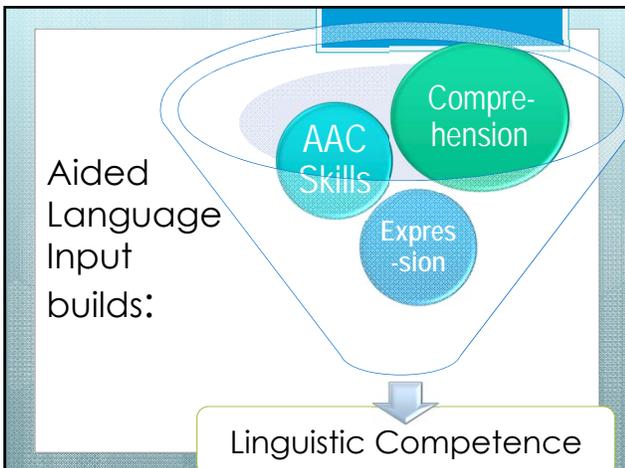
Repeated Exposure

"Knowledge unused tends to drop out of mind. Knowledge used does not need to be remembered; Practice forms habits and habits make memory unnecessary. The rule is nothing; the application is everything."
— H. Hozlitt



10-15

Minimum # of Repeated Exposures & Productions in Meaningful Contexts



Keep vocabulary words visible.

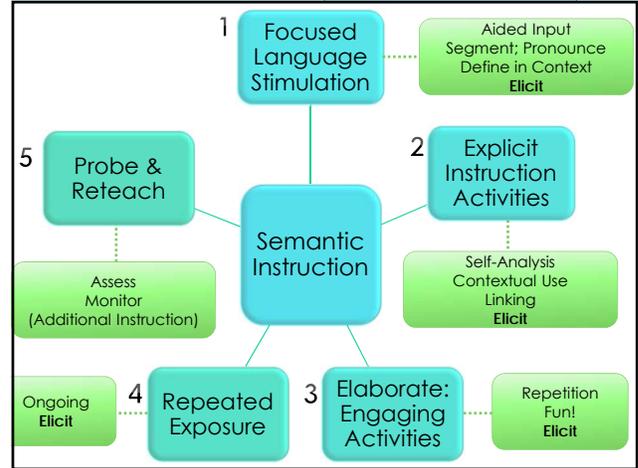


- Concept of "round-the-clock vocabulary" by Karen Bromley

Photo: www.allsewnup.com

WORDS TO TALK ABOUT	TIMES USED	Words to Talk About	Times Used in Conversations
vibrant	1		
stylish	1		
reluctant	1		
retreat	1		
exhausted	1		
envy	1		
originality	1		

From RealClassroomIdeas.com



It's *Not* About Word Lists, Quizzes, or Test Scores

Robust vocabulary learning takes them closer to literate language & academic success.

Not just learning brand new words (like *abject* & *propensity*) but also...

- Learning more about words that are somewhat familiar (*abundant, sage, divest, consider*)
- Using more words in their conversation and writing (e.g., *Laugh: Chuckle, giggle, guffaw*)

VOCABULARY INSTRUCTION IN AAC

EFFECTIVE ROBUST

- 1 FOCUSED LANGUAGE STIMULATION**
Say the word in context. Give a student-friendly definition. Model it on the AAC system. Have the AAC learner say it, too.
- 2 EXPLICIT INSTRUCTION**
Use several specific teaching activities to make the meaning clear. Use context to help learner differentiate the boundaries of a concept.
- 3 ENGAGING PRACTICE**
Provide lots of follow-up activities to explore and use words in different contexts. Use meaningful AAC system to explore the word in different contexts. Use the word in different contexts. Use the word in different contexts.
- 4 REPEATED EXPOSURE**
Continue to provide exposure to the new words in which they frequently use the AAC system.
- 5 REVIEW RETEACH**
Probe to assess what has been learned. Review & reteach concepts that are still not clear.

IT'S NOT ABOUT WORD LISTS.

Never be afraid to try something new. Remember **amateurs** built the Ark. **Professionals** built the Titanic." — Dave Barry

Thank You!

Carole Zangari

zangaric@nova.edu
www.PRAACTicalAAC.org

Practically Speaking
Language, Literacy & Academic Development
for Students with AAC Needs

Gloria Soto & Carole Zangari