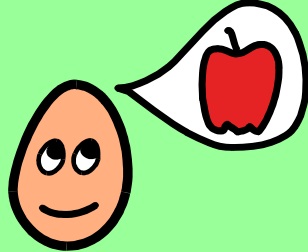


caterpillar



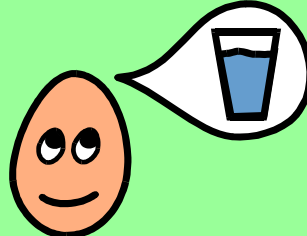
la oruga

hungry



hambrienta

thirsty



sedienta

plum



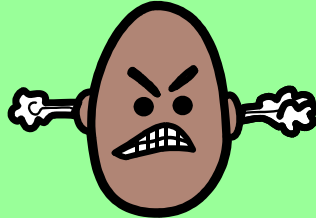
ciruela

butterfly



mariposa

mad



enojada

pear



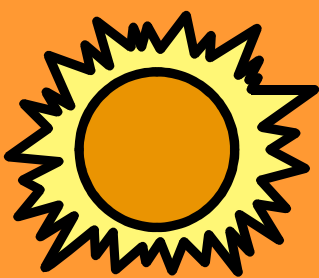
pera

orange

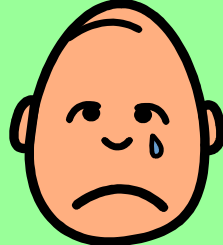


naranja

sun



sad



triste

strawberry

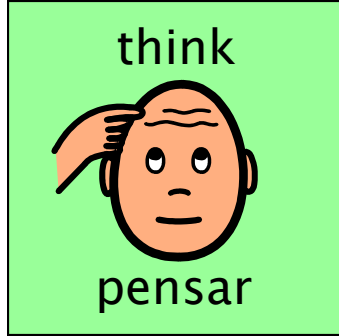
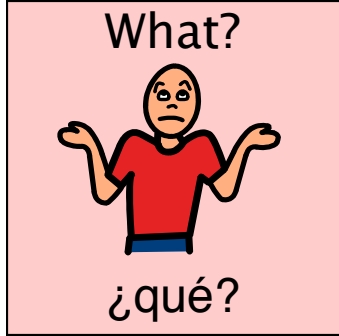
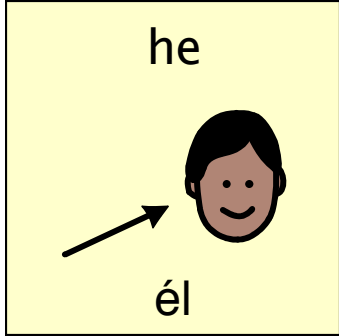
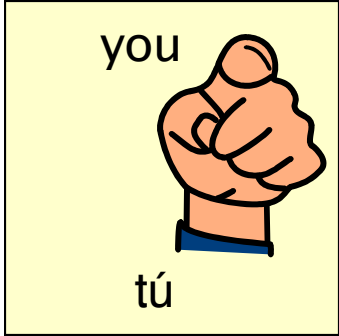
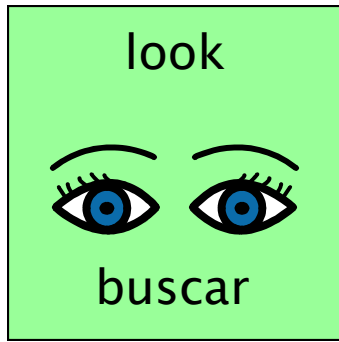
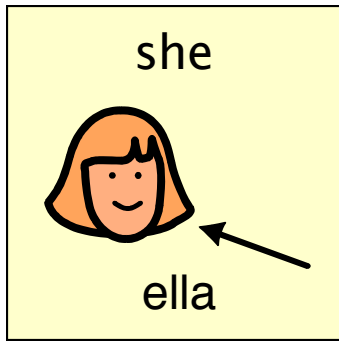
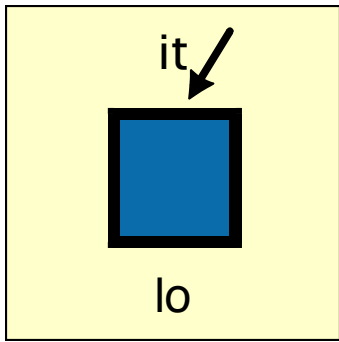


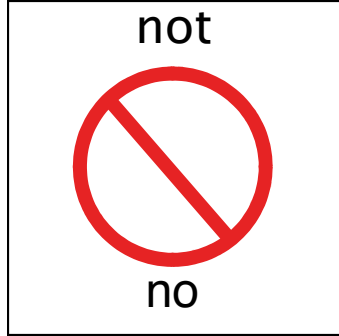
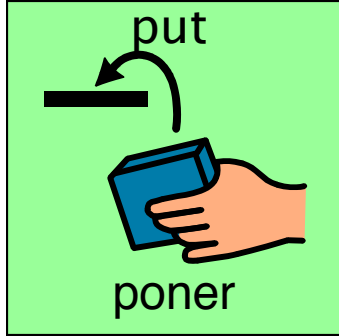
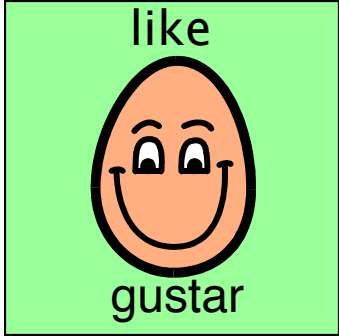
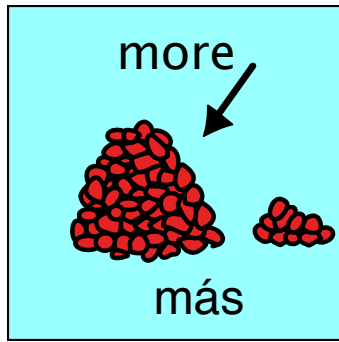
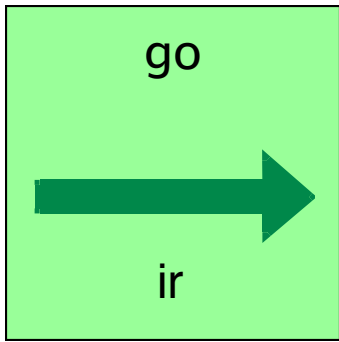
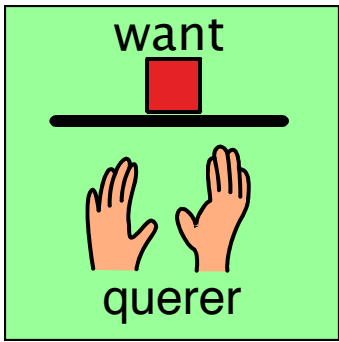
fresa

leaf



hoja



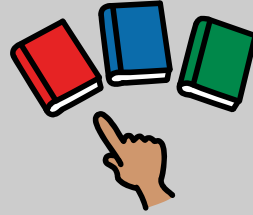


wow



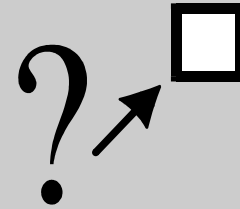
¡guau!

another book



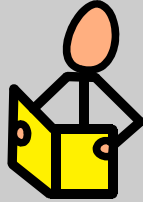
otro libro

What's that?



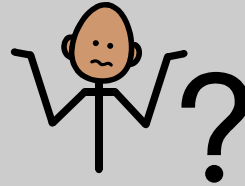
¿qué es eso?

read



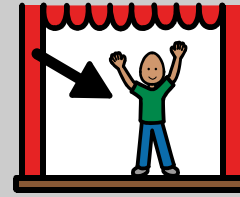
leer

why?



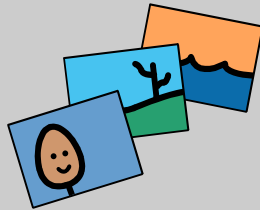
¿porqué?

act it out

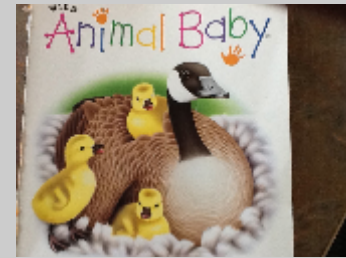
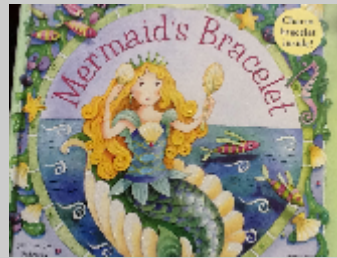


finge

pictures



fotos



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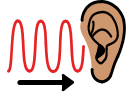
y

z

ABC
canción

starts with
empieza con

sounds like
suena como



oops
¡ay no!



word
palabra



0

1

2

3

4

5

6

7

8

9

10

how much?



¿cuánto?

same



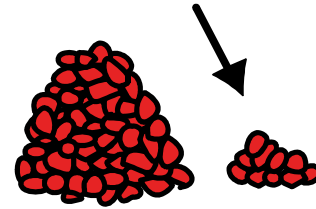
mismo

different



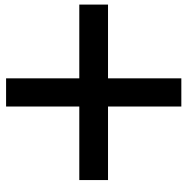
desigual

less



menos

add



sumar

subtract



restar

count



contar

social

baby doll
muñeca

activities
actividades

feelings
sentimientos

social

cooking
cocinando

reading
leer

cooking
cocinando

ABC's

feelings
sentimientos

lunch
comida

activities
actividades

numbers
números

people
personas

people
personas

reading
leer

ABC's

numbers
números

baby doll
muñeca

lunch
comida

Completion

- Leave a blank at the end of a sentence and child fills it in.
- These are typically used in books with rhyme or books with repetitive phrases.
- Example, "Brown bear, brown bear, what do you see? I see a white dog looking at _____," letting the child fill in the blank with the word *me*.
- Completion questions help students begin to understand the structure of language in books.

Recall

- Recall questions are designed to get students to understand that they should be thinking about in books.
- Questions about what happened in a portion of the book that has just been read (previous page).
- Example, "*Tell me what the little truck did.*"
- Students using AAC could select a symbol that represents something they recall in response to the question.

Open-ended

- Questions that do not have specifically right/wrong answers – predictions.
- Usually focus on the pictures in books.
- Example, "*Tell me what's happening in this picture.*"
- Students have support in thinking possible answers beyond remembering the words that were read.

Wh- Questions

- Questions that begin with what, where, when, why, and how.
- Typically focus on the pictures in books since students may not be expected to read on their own – using pictures extracts their existing language
- Example, "*What does the man have?*"

Distancing

- Questions that relate what is in the book to experiences outside the book.
- Form a bridge between books and the real world.
- Example, "You saw animals at the farm. What animal did you see at the farm?"
- May be hard for students using AAC given the vocabulary selection – use Y/N

FITZGERALD KEY COLOUR CODING FOR LANGUAGE DEVELOPMENT AND STORY WRITING

Professionals may recommend that schools and parents make use of Fitzgerald Key Color Coding to facilitate appropriate language development in an individual's expressive language. The Fitzgerald Key is simply colors assigned to specific grammatical forms as follows:

yellow	-	people
green	-	actions
purple	-	places
orange	-	nouns
blue	-	describing words
red	-	social vocabulary
white	-	other

For Face to Face Communication

In theme and communication displays, one may color code and arrange vocabulary on a page to facilitate the user to sequence words together (ie. Person + Action + Object).

For Written Communication

For use with programmable keyboards (Intellikeys, Discover Board) or onscreen keyboards (Writing with Symbols, Clicker 4, Intellitalk) you may use colour coding to encourage the individual to write in a grammatical format (ie all people in one area, followed by the action vocabulary and finally all the objects/places in the final area). To aid the user in using the colour coding effectively a cue card could be set up to remind the user in what order to pick the vocabulary.

