

describe

to tell about the characteristics or details in a story or non-fiction book

Students describe characters, setting, attributes, action, objects, or animals in a story or non-fiction book during a picture walk or as the book is read. This helps students attend to details and form meaning.



Example 1

The student uses a multiple message communicator to describe a picture or to comment on text to describe characteristics or details in a story or non-fiction book.



SuperTalker™
communicator



QuickTalker®
communicator

Instructor: The instructor records descriptive words specific to the text on the SuperTalker™ or QuickTalker® relating to characters, setting, attributes, action, objects, or animals. For example, “The tortoise is slow,” or “The hare and tortoise are outside.”

Student: The student activates the communicator to describe a picture or comment on the text for the appropriate page.

Example 2

The student uses a single message communicator to point out a single attribute, character, objects, animal, or action when recognized in a book.



BIGmack®
communicator



counting window

Instructor: The instructor records one comment on the BIGmack® related to characters, setting, attributes, action, objects, or animals, e.g. “There is the hare sleeping!” Option: provide a counting window to frame a picture and draw attention to it. To make counting window, cut a hole in colored paper and laminate for durability.

Student: The student activates the BIGmack® when the recorded comment relates to text or picture and the student hears it or spots it on the page.

Example 3

The student chooses a pic-symbol or picture to describe characteristics or details of a story or non-fiction book.



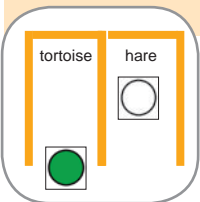
pocket chart

Instructor: The instructor provides pic-symbols or pictures that represent an attribute or detail in the story or non-fiction text, e.g. a picture of meat to depict a meat-eating animal or a pic-symbol for green to show the color of a tortoise. Place and name three choices in pocket chart and direct student to select one when it is visible in the book or read in the text. Option: direct the student to make a choice based on what is read or seen on the current page, e.g. say, “show what a lion eats.”

Student: The student eye gazes, touches, points, or verbally selects a picture or pic-symbol to describe an attribute or detail in the story or non-fiction text.

Example 4

The student places pic-symbols or words on a chart to describe characters, setting, action, objects, and animals in a story or non-fiction book.



borders

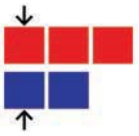
Instructor: The instructor fastens pic-symbols or words on blocks and borders with Ang-legs or craft sticks between each category: characters, setting, action, objects, and/or animals.

Student: The student chooses a pic-symbol or word that describes a part of the story and slides it between the borders of the appropriate category.

compare

to determine relative amounts or sizes by looking at two or more items, sets, or numbers

Students compare amounts, numbers, and sizes.



Example 1

The student chooses a set with more, less, or equal or the fraction circle with greater or fewer equal parts.



pocket chart with objects



pocket chart with fraction circles

Instructor: The instructor shows a set of objects or fraction circle (white). The instructor places cubes or fraction circles (colored) in pocket chart to represent three choices of amounts (two matching one foil). Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items.

Student: The student points to, eye gazes, touches, or verbally selects amount that is more, less, or equal to set of objects or fraction circle that has the same number of equal parts, e.g. choose pink fraction circle (sixths) to match shown white fraction circle (sixths). Errorless learning: any choice is correct.

Example 2

The student chooses symbol with more, less, and equal to compare sets or numbers.



1	1	0
	3	5

Instructor: The instructor places three choices (two correct, one foil) of pic-symbols for more, less, and/or equal symbols in pocket chart. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items. Option: for comparing large numbers, instructor writes each number on place value chart, one above the other to compare number and size of digits

Student: The student chooses the symbol to describe comparison of designated sets or numbers. Errorless learning: any choice is correct.

Example 3

The student uses ruler to compare length of two lines or shape sides.



plastic tray



Instructor: The instructor fastens ruler to plastic tray and places one line above and one line below to compare. The instructor marks the ends of both lines on the ruler for clarity. The instructor gives choices (two correct, one foil) of pic-symbols for more, less, and/or equal. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct items.

Student: The student chooses more, less, or equal to compare the top with the bottom line. Errorless learning: any choice is correct.

Example 4

The student uses a balance scale to compare weight.



balance scale



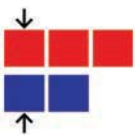
Instructor: The instructor gives choices (two correct, one foil) of pic-symbols for more, less, and/or equal. Adjust choices based on individual needs and abilities. Errorless learning: place all three correct pic-symbols. The instructor places two weights on either side of scale, points to first weight and asks, "More, less, or equal?"

Student: The student chooses more, less, or equal to compare the first with the second weight. Errorless learning: any choice is correct.

compare

to determine relative amounts or sizes by looking at two or more items, sets, or numbers

Students compare amounts, numbers, and sizes.



Example 5

The student says “same” or “different” with a communication device when comparing two objects.



iTalk2™
communicator



Talking Brix™

Instructor: The instructor records “same” and “different” on each button of the iTalk2™ or on two Talking Brix™ and fastens matching pic-symbols. Show two objects. Ask, “Are these the same or different?” Option: choose a specific attribute to determine if same or different, e.g. “Is the color the same or different?”

Student: The student activates the iTalk2™ or Talking Brix™ to choose “same” or “different.”

Example 6

The student compares attributes.



pocket chart

Instructor: The instructor places two objects on table and three colors in pocket chart representing colors present in objects plus one foil. Point to first object. Say, “Show the color that matches this object.” Repeat with second object. Option: repeat with size or shape. Errorless learning: all choices match.

Student: The student chooses the object that matches the color. If both objects match the same color, show the color attribute is the same. Errorless learning: any choice is correct.

Example 7

The student uses a multiple message communicator to describe similarities and differences.



SuperTalker™
communicator



QuickTalker®
communicator

Instructor: The instructor records the words “color,” “size,” “shape,” “same,” and “different” on the SuperTalker™ or QuickTalker® with matching pic-symbols attached. Show two objects, shapes, or pictures.

Student: The student chooses an attribute and the word “same” or “different” to compare attributes.

Example 8

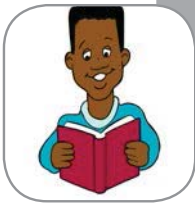
The student uses a fraction model to compare fractions.



fraction model

Instructor: The instructor gives choices (two correct, one foil) of pic-symbols for yes and no. The instructor places two fractions with different denominators on fraction model post. The instructor asks “Are these equivalent?”

Student: The student compares fractions to determine equivalence and chooses yes or no.



read

to speak aloud printed or written words, equations, or patterns fluently

Students read words, phrases, or sentences in a book, directions, items on a shopping list, numbers and symbols, or signs in the community.

Example 5



Bookworm™



JellyBeamer™ wireless switch

The student uses Bookworm™ literacy tool to read.

Instructor: The instructor adapts the book with stickers to match the Bookworm™ touchpad according to directions and records the book text into the Bookworm™ literacy tool. The instructor chooses the appropriate direct select or switch access for the student.

Student: The student reads each page sequentially by pressing the Bookworm™ touchpad square aligned to the sticker on the page or activates a switch.

Example 6



Hitch™ switch interface



JellyBeamer™ wireless switch

The student uses slide show presentation ebook or other ebook and switch to read.

Instructor: The instructor sets up computer, slide presentation ebook (or other ebook), Hitch™ switch interface, and a switch. Set up Hitch™ with computer functions to turn the page of the ebook (e.g. spacebar or enter).

Student: The student turns and reads each page of the ebook with a switch.

Example 7



BIGmack® communicator

The student engages in choral reading with classmates.

Instructor: The instructor asks classmate(s) to record reading a page into the BIGmack® at typical pace. The instructor moves a finger beneath the text as student reads.

Student: The student activates BIGmack® to choral read a page with classmates.

Example 8



Step-by-Step™ communicator

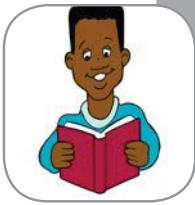


Talking Brix™

The student activates a multiple message communicator to read an equation, series of numbers, or a pattern.

Instructor: The instructor records one number/symbol per step on Step-by-Step™ or per Talking Brix™ communicators. The instructor connects the Talking Brix™ left to right in order and fastens matching numbers/symbols to Talking Brix™. Point to each number or pattern unit as student reads.

Student: The student activates the Step-by-Step™ communicator or Talking Brix™ to read an equation, series of numbers, or a pattern as instructor points.



read

to speak aloud printed or written words, equations, or patterns fluently

Students read words, phrases, or sentences in a book, directions, items on a shopping list, numbers and symbols, or signs in the community.

Example 1



LITTLEmack®
communicator



BIGmack®
communicator

The student activates a single message communicator to read a repeated word, phrase, or sentence.

Instructor: The instructor records a repeated word, phrase, or sentence from a story into the LITTLEmack® or BIGmack® communicator and fastens matching book cover picture or pic-symbol. The instructor reads the book, pausing before the repeated portion for the student to read.

Student: The student activates the LITTLEmack® or BIGmack® communicator to read a word, phrase, or sentence when the instructor pauses.

Example 2



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

The student activates a Step-by-Step™ communicator to read.

Instructor: The instructor records the text from each page of the book (1 page per step) into the Step-by-Step™ communicator.

Student: The student reads the text on each page by activating the Step-by-Step™ communicator one time per page.

Example 3



SuperTalker™
communicator

The student activates the SuperTalker™ to read a book.

Instructor: The instructor places a book picture or pic-symbol representing each page of a book on the SuperTalker™ overlay. The instructor programs the text from each page into each individual location.

Student: As each page is turned, the student activates the corresponding message to read the book page.

Example 4



BIGmack®
communicator



Talking Brix™

The student activates the BIGmack® to take turns reading a page in a book.

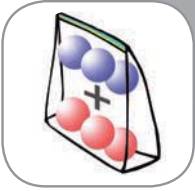
Instructor: The instructor records an entire page from a book and marks the page and the BIGmack® with an identical pic-symbol or sticky note. Option: record one page per Talking Brix™ and mark pages and Talking Brix™ with matching pic-symbol or sticky note. Connect Talking Brix™ in order of pages, left to right.

Student: The student sees the matching pic-symbol or sticky note on the page and takes a turn reading by activating the BIGmack® or Talking Brix™.

add

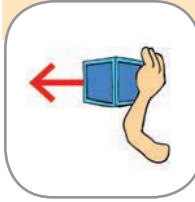
to join two sets together

Students solve problems involving addition with different strategies and tools. Other actions: join, solve, check, slide, sweep, take



Example 1

The student sweeps objects to add.



Step-by-Step™
communicator

Instructor: The instructor places first set on plastic tray and counts aloud as student sweeps one at a time. The instructor repeats for the second set. The instructor records numbers for counting the total on Step-by-Step™ and points as student counts. Errorless learning: record “finished” or silence on last step.

Student: The student sweeps each set one at a time. The student counts with Step-by-Step™ as instructor points to each object for the total. The student stops when objects run out. Errorless learning: student stops when hears “finished” or silence on Step-by-Step™.

Example 2

The student slides tabs or tabs with objects on MathLine to add.



MathLine



MathLine
with objects attached
to tabs

Instructor: The instructor points to equation and counts aloud as student moves tabs. The instructor points to total. Options: fasten objects to tabs, taking care not to cover numbers or interfere with tabs. Record numbers on Step-by-Step™ for student to count as instructor moves tabs.

Student: The student slides tabs to left one at a time for each number and identifies total on MathLine to match to answer choices. Option: student activates Step-by-Step™ to count as instructor moves tabs and stops when instructor stops.

Example 3

The student counts aloud with Step-by-Step™ communicator as the instructor points or moves objects to add.



Step-by-Step™
communicator

Instructor: The instructor records from 1 to end amount plus 1 more on Step-by-Step™ communicator. The instructor points to each object for first and second numbers, then repeats for total. For errorless learning record “finished” or silence at the end of the number sequence.

Student: The student counts with Step-by-Step™ as instructor points to each object for first and second numbers, then repeats for the total. The student stops when objects run out. Errorless learning: student stops when hears “finished” or silence on Step-by-Step™.

Example 4

The student uses a calculator or calculator software to add.



Hitch™
switch interface

Instructor: The instructor points to numbers in equation. The instructor shows choices (two correct, one foil) in pocket chart or places counting window over buttons in row of calculator and asks, “Which one?” Adjust choices according to individual needs and abilities. Errorless learning: give 3 correct choices. To make counting window, cut hole in colored paper and laminate for durability. Option: instructor connects and sets up Hitch™ switch interface and switch or touchscreen to use calculator software.

Student: The student chooses the numbers/symbols from choice of three in order, one at a time by eye gaze, pointing, touch, or verbal selection. The student enters matching buttons on calculator with assistance as needed. Options: The student uses a switch or touchscreen to activate calculator software on computer.

sort

to match to organize items according to designated attribute or set

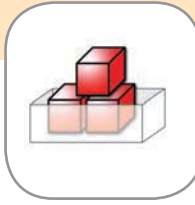
When sorting, students identify like attributes, numbers, letters, or letter sounds and group together accordingly.



Example 1



iTalk2™
communicator



The student sorts by choosing and activates iTalk2™ to indicate match.

Instructor: The instructor fastens picture symbols on iTalk2™ communicator and records “It’s a match!” and “No match” to corresponding buttons. The instructor places three choices in pocket chart, points to one sort location and asks, “Which goes here?”, then shows sorted items and asks, “Do they match?” Option: record two letter sounds on multiple Talking Brix™ for sorting.

Student: The student chooses the item to be sorted in designated location. The student activates iTalk2™ to say “It’s a match!” or “No match” to answer instructor’s question, “Do they match?” (to indicate whether or not the item has been sorted correctly).

Example 2



LITTLEmack®
communicator



container fastened
below edge of table

The student activates LITTLEmack® to indicate match and sweeps to sort to container.

Instructor: The instructor records on the LITTLEmack® communicator “It’s a match!” The instructor places containers, one left and right of lap tray or table. The instructor shows item by one container, then the other, waiting for response, and places by student. Option: place container below edge of lap tray or table.

Student: The student activates LITTLEmack® to indicate match then sweeps item to appropriate container. Option: the student sweeps item off lap tray or table into container.

Example 3



All-Turn-It®
spinner



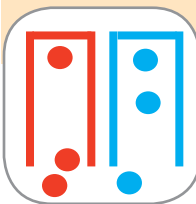
iTalk2™
communicator

The student activates the All-Turn-It® spinner to choose a category for sorting, then sorts.

Instructor: The instructor divides All-Turn-It® spinner overlay into 2 sorting categories and labels them for sorting. The instructor places three choices in pocket chart and asks, “Which goes here?”, showing item by category. The instructor records “It’s a match!” and “No match” on iTalk2™. The instructor asks “Do they match?”

Student: The student activates spinner to choose category. The student chooses item from pocket chart to be sorted in chosen category. The student activates iTalk2™ to say “It’s a match!” or “No match” to answer instructor’s question, “Do they match?” Option: student sorts with a peer rather than instructor.

Example 4



borders

The student sorts by sliding between borders.

Instructor: The instructor fastens Ang-leg or craft stick borders for a guide for sorting. Fasten borders on right, left, and top of areas for sorting and label or place samples. Options: the instructor fastens multiple Ang-legs or craft sticks on top of each other to make them higher. Record two different letter sounds on multiple Talking Brix™ for sorting.

Student: The student slides items from bottom to match labels or samples and correctly sort between the borders.



write

to form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

Example 5



pic-symbols



objects

The student chooses a pic-symbol or object to write.

Instructor: The instructor places three picture symbol or object choices near student. For errorless learning, the instructor interprets student's choice to frame it within context. When modeling writing, instructor fastens student-selected picture symbols or objects to writing surface. Option: place two-sided tape.

Student: The student eye gazes to, touches, points to, verbally selects, or takes a pic-symbol or object and fastens to writing surface to write. The student may make such a choice whether or not presented in sets of three or simply available. Option: the student fastens pic-symbol on tape.

Example 6



pocket chart



rubber stamp

The student chooses letters, numbers, or words to write.

Instructor: The instructor provides three choices of letters, words, symbols, or numerals on cards (two correct, one foil). Adjust choices based on individual needs and abilities. Errorless learning: provide all correct choices.

Student: The student chooses letters, words, symbols, and/or numerals to write words, phrases, sentences, or equations.

Example 7



Keys-U-See®
adapted keyboard



The student uses an adapted keyboard to write on computer.

Instructor: The instructor places Keys-U-See® adapted keyboard in a location easily accessed by student and connects to computer. Option: instructor records information on Step-by-Step™ communicator to be typed verbatim or using key words.

Student: The student types with adapted keyboard to write. Option: student may activate Step-by-Step™ communicator for text or key words to help organize writing.

Example 8



ScreenDoors®
onscreen keyboard



touchscreen

The student uses a switch and scanning or touchscreen with onscreen keyboard to write.

Instructor: The instructor connects and sets up touchscreen or switch, Discover Pro/Envoy software, and IntelliSwitch® interface for using onscreen keyboard. Option: ScreenDoors® onscreen keyboard software has word prediction to reduce keystrokes and support spelling and is accessed with touchscreen.

Student: The student activates switch for scanning and selecting keys on onscreen keyboard to write, or direct selects letters on touchscreen to write.

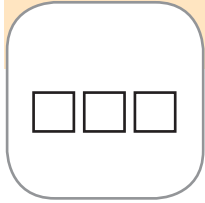


write

to form characters or symbols on a surface with an instrument

Students write notes, papers, letters, shopping lists, answers to questions in class, reports, and their name.

Example 9



writing support for individual letters

The student uses a writing support to write his/her name or a word.

Instructor: The instructor makes a row of boxes, one box for each letter of the student's name. Option: provide rubber stamps with letters.

Student: The student writes each letter of his/her name in the appropriate box. Option: the student chooses and stamps letters.

Example 10



LITTLE Step-by-Step™ communicator



BIG Step-by-Step™ communicator

The student activates the LITTLE or BIG Step-by-Step™ communicator to write his/her name or a word.

Instructor: The instructor records the student's name and each letter of his/her name, in sequential order, on the LITTLE or BIG Step-by-Step™ communicator, one letter per step.

Student: The student activates the LITTLE or BIG Step-by-Step™ communicator, one time per letter in their name, to dictate the spelling of their name to somebody who will help them write their name.

Example 11



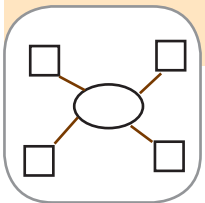
pre-made letter paths

The student follows a pre-made path to write each letter in his/her name, a letter, or a word.

Instructor: The instructor makes name paths for student to write his/her name, a letter, or a word.

Student: The student uses a writing tool to trace along a name path to write his/her name.

Example 12



Word Web graphic organizer

The student uses a word web to organize writing.

Instructor: The instructor provides key words or pic-symbols representing topic and related details and a word web graphic organizer. The instructor assists student as needed in choosing appropriate symbols to organize writing for a story or non-fiction paper. The instructor may number each key word or pic-symbol on the web as chosen by the student for the order of each.

Student: The student chooses key words or pic-symbols to place on word web by eye gaze, point, touch, or verbal selection. The student then chooses the order of each item on the web and uses this order when writing the story or paper.

to respond to a question

Consider the wide range of questions and situations where answers fully empower students to share information, state a preference, say “No,” etc. Other action: respond



Example 1

The student activates a single or double message communicator to answer a question.



Talking Brix™



iTalk2™
communicator

Instructor: The instructor records an answer or information on Talking Brix™ or iTalk2™ communicator and fastens matching pic-symbols to represent the answer or information.

Student: The student activates the Talking Brix™ or iTalk2™ communicator to answer a question. Errorless learning: either answer on double message communicator is correct.

Example 2

The student activates a multiple message communicator to answer questions.



SuperTalker™
communicator



QuickTalker®
communicator

Instructor: The instructor records answers or information on a SuperTalker™ or QuickTalker® and fastens matching pic-symbols for each choice.

Student: The student activates the SuperTalker™ or QuickTalker® to answer questions.

Example 3

The student makes a selection from a set of answer choices on a display to answer a question.



pocket chart

Instructor: The Instructor places pic-symbols or pictures representing answer choices (two correct, one foil). The instructor displays the pic-symbols or pictures on a display tool, pocket chart, or eye gaze communication board. Errorless learning: include only correct answers.

Student: The student points to, grasps, eye gazes to, or verbally selects pic-symbol representation of answer. Errorless learning: any choice is correct.

Example 4

The student makes a selection from a set of objects on display to answer a question.



pocket chart with
objects



Instructor: The instructor places objects representing answer choices (two correct, one foil) on a table, display tool, pocket chart, or eye gaze communication board. Errorless learning: include only correct answers.

Student: The student points to, grasps, eye gazes to, or verbally selects an object representing the answer from the selection on display. Errorless learning: any choice is correct.

say

to express a thought, idea, want, or need in words



Students make a comment, state an opinion, vote, request, start a conversation, share a feeling, make a friend, or just be heard!
Other actions: comment, talk, tell, discuss, repeat, state, report, announce, speak, respond, describe

Example 1



LITTLEmack®
communicator



BIGmack®
communicator

The student activates a single message communicator to talk.

Instructor: The instructor records a single message into the LITTLEmack® or BIGmack® communicator. The instructor may provide a choice of picture symbols so student can choose what is recorded.

Student: The student activates the BIGmack® or LITTLEmack® communicator one time to say a single message.

Example 2



LITTLE
Step-by-Step™
communicator



BIG
Step-by-Step™
communicator

The student activates the Step-by-Step™ communicator to say a series of messages or steps.

Instructor: The instructor records a series of messages, questions, or steps into the Step-by-Step™ communicator.

Student: The student activates the Step-by-Step™ communicator multiple times to say a series of messages, ask questions, or give directions.

Example 3



QuickTalker®
communicator

The student chooses a message from a multiple message communicator.

Instructor: The instructor records messages on the communicator and fastens corresponding pic-symbols. Errorless learning: instructor interprets the student's choice to frame it within context.

Student: The student chooses a message to say using the attached pic-symbols to help.

Example 4



pocket chart



objects

The student indicates a choice of pic-symbols or objects to say something.

Instructor: The instructor shows three pic-symbol or object choices near the student. Errorless learning: instructor interprets the student's choice to frame it within context.

Student: The student eye gazes to, touches, points, or verbally selects pic-symbol or object to communicate. The student may make a choice whether or not objects or pic-symbols are presented as choices or are simply available on a table, laptray, etc. and may choose by eye gaze or touch, purposefully or with random eye gaze or movement.