Core Vocabulary Learning Book
First 30 Words

With Symbols from Arasaac, SymbolStix and Picture Communication Symbols and color coded using the Fitzgerald Key
By Kate Ahern, M.S.Ed.
Core Vocabulary Learning Book

Directions

• Print one copy or one copy per student on cardstock and bind, laminate if needed but be aware of glare
• Print multiple of extra book and cut out the picture symbols (use the printer set up page to limit the pages you print) and laminate for sentence building activities)
• Teach one to two words a week lessons should include:
  – Activation of prior knowledge such as find words around the room and on communication devices
  – Comparing and contrasting the various symbols for the word
  – Acting out all verbs
  – A lesson which demonstrates the meaning of the word such as a game of “stop/go” (aka red/light green/light) for those words
  – Reading a story with uses the word frequently and cheering or otherwise indicating when the target word is heard
  – Continuing to cheer and give praise every time the target word is uses during the week
  – And art project involving the word such as a collage of magazine pictures or a photography project about me or you
  – Make sentences or write journal entries with the words you have taught so far
Purpose

• Students will be taught 30 core vocabulary words to increase their communication skills
• Students will be exposed to three symbol sets to support different AAC systems and devices and improve the understand of word meaning
• Students will complete activities that instruct word/symbol relationships and word means as independently as possible
I am me.
I like school.
Here I come.
Me too.
What about me?
I am not you.
You are ready.
I like you.
What are you doing?
It is big.
I want it.
Help me with it.
What do I do?
Do you like it?
I will do that.
Not that. Do not go. Not again!
What

What is that?
What did you say?
What is next?
Again

Do it again. Will you tell me again? Not again!
I want that.
Do you want that?
I want to look.
Come
Come here.
Will you come?
Come away with me.
Don’t stop! Stop it now. Will you stop.
Go away!
I like to go to school.
Can we go?
Go away!
She is away today.
Do I put it away?
I am all done. Lunch is all done. Are we all done?
I like it.
You like it.
Do you like it?
I am ready.
When will you be ready?
Do I have to get ready?
Please look. I see you. Don't look! Do you see it? I want to look. Look at me!
I like this.
This is for you.
What is this?
That is mine. I am doing that. What is that?
Please get me that. I’m going to get you! What did you get?
Give

Please give me that
I want to give you a hug!
What did you give me?
I want a drink.
I like to drink juice.
Do you want a drink?
Eat

I want to eat.
I like to eat yogurt.
Do you want to eat?
I want more.
Give me more.
Do you want more?
All gone

It is all gone. When will it be all gone? Is it all gone?
Help

I need help.
Will you help me?
I can help you.
That is good. Good morning to you. Have you been good?
That is bad.
What is bad?
Look it is bad.
It is big.
I want that big one.
What is big?
It is little.
You are small.
I want the little one.
I want a small.
What is small?
Will you get me a small?
I want a different one. That is too different. What makes it different?
Sentence Making Board

Person

Action
Sentence Making Board

- Person
- Action
- Object
Sentence Making Board

Person	Action	Describer	Object
Sentence Making Board

Describer
Person
Action
Describer
Object
Cut out the symbols and use with the Venn Diagram on the next page to compare and contrast the symbols that mean the same thing. If this is too difficult for some students then use these symbols and the Venn diagram to illustrate to them how the symbols are the same and difference, highlighting the meaning of the symbols.
References

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