

Direct Access

70 expanded key word

2 page opening



General description

This PODD book was primarily designed for children who:

- are currently combining words to produce 3-4 key word sentences to express a range of communicative intents. The range of messages expressed may be limited with little variety in vocabulary and/or topics.
- require access to a broad vocabulary to express a full range of communication intents and varied messages
- require expansion of their expressive language with increased diversity of vocabulary and the use of more complete syntactical forms
- are beginning to express messages requiring the use of more complete sentences to support the partner's understanding of their meaning.
- can accurately point to small symbols with a finger or pointing tool.

This page set may also be appropriate for use by:

- Individuals who are not currently demonstrating expressive use of 2-4 key word sentences to express a range of messages due to limitations in previous opportunities to learn aided language. The individual's receptive language capabilities, response to models of others using this PODD book and demonstration during the dynamic assessment of the ability to combine at least 2 words in response to these models indicates a need for this complexity of language.
- Individuals who require a smaller display size with the same complexity of language. The page set can be re-sized using a printer with scaled printing options.
- Adults whose current communication, language and access requirements suit this book. Customisation will be required to suit the different activities of daily life experienced by these age groups.
- Communication partners to support an individual's understanding of their partner's messages provided the individual can see and follow the partner's point to symbols on a visual display of this size and complexity.

The layout and physical make-up of this PODD communication book is two-page opening. A similar complexity of language is available in the 48 two-page opening plus side panel PODD book.

Consider which style of communication book will most effectively meet the individual's requirements.

- The main navigation (categories) index is on the front page and repeated on the 'a' page in every section of the *70 expanded key word* PODD book to enable efficient movement between sections. On other pages within a section, the communicator would need select *GO BACK TO THE 'A' PAGE* to access the categories index. The navigation (categories) index on the side panel in the *48 expanded key word* PODD book means the individual access the categories index from every page in the PODD book.

- An open 48 two-page opening plus side panel PODD book is much wider than the 70 per page book, requiring a wider range of movement to accurately access small cells.
- Not needing to repeat the navigation (categories) on the 'a' page in every section, creates more vocabulary spaces on the 'a page' of each section in the 48 expanded key word book. However, other pages in each section have less vocabulary spaces (48 as opposed to 70).
- Side panels need to be well supported by a surface or hand. Instability of the communication book surface can be frustrating as pointing becomes more challenging and less intelligible. A stable surface is particularly important for individuals who stabilize their hand on the book page to point. **The 70 per page, two-page opening PODD book has more intrinsic stability.**
- A moving side panel can become a sensory distraction for some individuals.
- The 48 expanded key word uses small symbols and its style (with less items on a page opening) results in a smaller overall book size.
- The 48 expanded key word side panel folding over and attaching to the cover with Velcro® holds the pages together for easier carrying. (A ribbon can be threaded through the comb binder of any two page opening PODD book to make a simple handle or shoulder strap.)

Language

- The language and organisation of this PODD book supports the expression of a full range of communication intents.
- The range and organisation of vocabulary in this PODD book supports the production of expanded key word sentences, with beginning use of complex sentence forms (approximate spoken language age equivalency of 3-4 years, with some exceptions).
- **Predictably associated vocabulary** included in all (relevant) sections includes:
 - **Wh-questions:** WHY, WHAT, WHERE, WHEN, WHO, WHICH HOW
 - **Personal pronouns:** I/ME/MY/MINE; YOU/YOUR/YOURS; HE/HIM/HIS; SHE/HER/HERS; WE/US/OUR; THEY/THEM/THEIR.
 - **Auxiliaries / verbs:** WILL, CAN, DO/DID/DOES, AM/IS/ARE, WANT, GET/GOT, HAVE/HAD/HAS, SEE/LOOK/WATCH/SAW, GO/WENT, LIKE, HELP.
 - *Vocabulary is available to produce yes/no questions (inverting the auxiliary) without the need for the yes/no question marker (although this marker is also included to support this transition in development).*
 - **Verb tense markers (morphemes):** PAST TENSE –ED, -ING.
 - **Irregular past tense verbs** are written with the infinitive verb on the symbol cell.
 - **Negative:** NOT, CAN'T, DON'T.
 - **Prepositions:** TO is included on many pages, various other prepositions are included depending on the vocabulary requirements in that section. The aim is to include the most common prepositions used in sentences with the vocabulary in each section.
 - **Pronoun / Determiner:** IT, THAT, THIS may be included depending on the section.
 - **Section specific nouns, adjectives and adverbs.**

Some syntactical forms typically observed at this stage in spoken language development are not included in this PODD book. Notable absences include *articles* (a, an, the) and the grammatical morphemes *plural* –s and *possessive* –s. While these forms are typically emerging in verb and noun phrase elaboration at this stage in spoken language development, their use in aided language forms tends to be acquired at a later stage even when they are available for use. This is possibly due to the additional effort and time required to access each item on an aided language display, reducing both the models of their use, and increasing the tendency to only include words that add substantially to the partner’s understanding of the message.

- Vocabulary is selected to provide the communicator with options to support the use of more diverse vocabulary.
- The items in this page set primarily represent single words, encouraging the independent construction of novel messages. Word-by-word construction of messages may be slower, but these self-generated messages are usually more varied, reflecting the personality of the individual. Variation in expression can stimulate interest and motivate some partners to interact with the individual more frequently.
- Some social and communication management messages are presented as whole phrases/sentences/questions to support more efficient communication. The primary factor influencing the decision to include a message as a whole phrase is the speed required for effective transmission of that message given the particular environmental and conversational discourse requirements to meet the specific communication intent.
- Single word symbols may be relied on to produce multi-word and compound word vocabulary items, e.g., *fruit* + *salad* for fruit salad.
- *Lists* for fringe or new additional vocabulary are located in every section.
- IT’S NOT IN MY BOOK, I’LL GIVE YOU A HINT is located with the main navigation index for easy access in all sections. This symbol is used to extend the range of vocabulary available by encouraging the partner to guess at the required word when provided with an associated word/letter. Using this phrase, the communicator indicates that the next word/letter is not really part of the message but a cue for the partner to guess another word that is not included in their communication book. Having correctly guessed a missing word, partners are encouraged to write the word on an appropriate LIST.

Layout

- Two-page opening PODD communication book. The main navigation index is located on the right side of *01 main* and repeated on the left side of the “a” page in all other sections.
- There are spaces for 35 items on each page (i.e., 70 items per two-page opening).
 - The communication book page size is approximately 23 cm high and 18 cm wide plus the page tag. The open book cover dimensions are approximately 24 cm high and 44 cm wide.
 - Symbol cell size is approximately 2.75cm wide, 2.75cm high.
 - Symbol cell grid spacing width 0.5cm; height 0.4cm.
 - Using a printer with scaled printing options, it is possible to resize these templates to create a smaller communication book with the same language organisation.
- Vocabulary is organised into columns according to part of speech (wh-question word, personal pronoun, verb, preposition, pronoun, determiner, adverb/adjective, and noun), supporting sentence production in English word order from left to right across the page.
- Predictably associated verbs are positioned on the page according to likely usage patterns (word order) in English sentences. Verbs that function as auxiliaries are positioned towards the left of the verb section (columns) to maintain the left to right (top to bottom) movement across the page to construct sentences.
- Symbol cell borders are colour coded according to part of speech to support the location of vocabulary on the page.
 - Wh-question words – brown
 - Subjects – orange
 - Verbs & negative – pink
 - Prepositions & conjunctions – green
 - Determiners & pronouns – orange
 - Adjectives, adverbs & number – blue
 - Nouns - blackVocabulary that can represent multiple parts of speech, e.g., PAINT, use the border colour reflecting the most common usage of the word and the position of the item on that page.
- Cells with *GO TO PAGE (number)* instructions have a background colour matching the colour of the page tag for the target section/category. A small symbol square on top of the *GO TO PAGE (number)* cell includes the name and symbol for the target category/section. A matching symbol is included on the page tag for faster location of the required page.
- Other operational commands (e.g., *TURN THE PAGE; GO BACK TO PAGE (number)*) and word morphology cells have a thicker border.
- Lists are generally located on the left side of the last page in a section/category. Some sections also include a separate list page, with *GO TO LIST PAGE (number)* instructions, to accommodate for a large number of fringe vocabulary. Grids to print onto stickers are located at the end of the list/PDF of pages in simPODD (see the *construction file* for instructions to print and attach list stickers).

Navigation

The main navigation index is located on the right side of page *01 main* and on the left side of the “a” page in all other sections. The navigation index is accessed from all other pages in a section via the operational command to *GO BACK TO PAGE (number) “a”*.

Links to most sections/categories in the PODD communication book are located in the main navigation index. The only exceptions are that **links to the *people, actions, and descriptions* sections/categories are located at the bottom of every “a” page near the column(s) of predictably associated vocabulary for the corresponding parts of speech.** This encourages people to look for this vocabulary on the current page prior to changing pages and enables more efficient movement to the appropriate section when the required vocabulary has not been predicted on that page. All categories/sections are accessible from the “a” page in every section.

Operational cells are included in each section to direct movement between the pages in that section.

- *TURN THE PAGE*
- *GO BACK TO PAGE (number) A*
- *GO TO PAGE (number)* link cells to subcategory pages



NOTE: Select this icon on the top left corner of the screen to view a list of the pages included in this PODD book. Scroll down the list to select a specific page.

Selecting preferences and Optional Pages

The 70 expanded key word PODD communication book was primarily designed for children. There are a number of options to add additional or alternative pages/sections to suit varied requirements.

When you add this book to simPODD you will be asked a number of questions to identify preferences to suit different individuals. The final pages included in your book will depend on the combination of options selected.

1. **Does the individual go to school?** This identifies whether the individual needs additional pages to communicate in an early childhood educational setting or school. Options include:

- Adding a section for an **early childhood setting (11 early childhood EC setting)** is the default option. Select yes to this option if the individual attends kindergarten, preschool or a day care setting. When this option is selected the link to 11 kinder is included in all navigation indexes (you could choose to change the label on all of these category links to a term used for the individual's early childhood education centre). The pages included with this option include:
 - 06a people EC (includes link to *06c kinder people* page)
 - 06c kinder people (includes early childhood people)
 - 11a kindergarten
 - 11b kindergarten
 - 11c kinder make
 - 11d kinder outside
 - 11e list
- Adding a section for **school (11 school)**. Select yes to this option if the individual attends school. (You may also select and customize this section for adults who attend a day placement or workplace). When this option is selected the link to 11 school is included in all navigation indexes. The pages included with this option include:
 - 06a people school (includes link to *06c school people* page)
 - 06c school people (includes school people)
 - 11a school
 - 11b school
 - 11c school
 - 20d number school (additional vocabulary to participate in mathematical curriculum)

2. **What is the preferred gender?** Some pages include symbols and/or vocabulary specific to the users gender.

3. **Do you want to customise optional pages?** The optional pages in this PODD book include:

- A. Option to add **extra chat words**. The default option is to have not add an additional page *01b chat* page. However, there are no spaces to add additional quick chat or social phrases to the default *01 main* page. If the individual requires fast access to additional words and phrases it is recommended to select the *extra quick chat* option.

The alternative pages include:

- 01a main with chat link (includes link to *01b chat*)
- 01b chat (spaces to add quick chat words & social phrases, relocated NEXT)

- B. Option to replace the toys subcategory with a **sports subcategory in the 08 activities section**. The default option is to have a toys subcategory to suit the common activities of younger children. The alternative pages include:
- 08a activities with sport (link to *08e sports* replaces link to *08e toys*, word toys with link to list added to this page)
 - 08b activities with sport (toys vocabulary moved onto this page)
 - 08d outside with sport (includes link to *08e sports* page)
 - 08e sports (replaces *08e toys* page)
- C. Option to **add a religion section**. The default option is to not have a religion section (can add the name for the individual's place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section). The religion section is added to the book as a subcategory in the *09 places* section. At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing. The alternative pages include:
- 09a places religion (includes the link to the *09c religion* page)
 - 09c religion
 - 09d religion
 - 10b special events religion (includes the link to the religion page)
- D. Select **Qwerty or abc format for alphabet pages**. The default option is an *abc* format as this maintains the same visual scanning layout and location for the navigation index as for other pages in this PODD book. The QWERTY layout may be preferable for individuals who (are learning to) use a keyboard with this layout to access a computer or other electronic devices. The use of the same layout supports the development of automatic motor patterns for more efficient access with less cognitive attention required to locate and select items. The QWERTY layout requires 10 spaces across the page in the top row of the keyboard display. The navigation index is therefore moved from the left side of the page to the bottom of the page. The alternative pages include:
- 22a qwerty alphabet (lowercase)
 - 22b qwerty alphabet (uppercase)

Section descriptions

Remember to position any additional items that link to another page of vocabulary on the first page of the section to reduce the number of page turns required to express the whole message.

01 main

- The left side of *01 main* is attached to the inside of the front cover (see *construction file* for details). The right side of *01 main* is the first page of the communication book.
- All sections in the book need to be accessible via a *GO TO PAGE (number)* link on *01 main*.
- *01 main* includes single word (core) vocabulary and phrases that are useful to say quickly or within the context of an ongoing conversation or activity.
- The main navigation index is relocated to the right side of this page opening to support the production of multi-word sentences in English word order. Phrases and sentences towards the left side of the page opening are used to start questions and sentences which are finished using vocabulary on other pages accessed via the navigation index on the right side of the page. For example, (beginning on *01 main*) WHY ARE WE GOING TO SPECIAL EVENTS (turn to page *10a*) a PARTY? Alternatively, the communicator may go directly to the section and use the predictably associated (core) vocabulary in that section to construct their message.
- The single word (core) vocabulary on this page has primarily been selected to produce messages that support the communicator to take a quick turn to contribute to conversations – often in relation to another person’s topic, e.g. I DID THAT, WHERE YOU GET THAT?, CAN I SEE IT?, WHEN DID YOU GO?.

Vocabulary for words such as YES, NO, HELLO are not included in the first pages of this PODD book based on the assumption that the communicator will use unaided modes and/or a speech generating device to express these messages more efficiently, e.g., head movements for YES and NO, look plus vocalisation or wave for HELLO. These words can be added to the first page and/or repeated with the main navigation indexes of this book if an individual can only use aided symbols to communicate these meanings. YES and NO are available, for use within sentences, e.g. She said there are NO more chocolates in the fridge, in the *22 little words* section of this book.

- Phrases to introduce a message on the left side of *01 main* include: I’M TELLING YOU SOMETHING; I’M TELLING A STORY; IT’S A SECRET; I HAVE AN IDEA; LET’S PRETEND; I WANT TO SHOW YOU SOMETHING; I’M ASKING A QUESTION; IT’S TIME TO/FOR.. These phrases have similar wording to pragmatic branch starters, but do not include a predictive link to another page (as the main navigation index is on this page opening). Use of these phrases is optional when the individual routinely uses 3+ key word sentences. The words in the sentence structure, instead of pragmatic branch starters, convey communicative intent, e.g. “I WANT”; “I GO”. Note that the links to express *Opinions* and *Something’s wrong* are in the main navigation index in every section.
- Whole phrases to support social interaction and communication are also located for faster access on *01 main*, e.g., GOODBYE; I’M SORRY; PLEASE; EXCUSE ME; WHAT’S YOUR NAME?; MY NAME IS... (insert individual’s name in space provided)
- There is no *01b chat* in the default pages. If you require additional vocabulary for social interaction / quick chat, select the option to add extra chat words during the setup for this book in the simPODD app.
- Note that the links to the health and body parts sections are included on the same cell in the 01 main navigation index due to space limitations on this page. They have separate cells on subsequent indexes.
- Note that some communication management phrases, e.g. I DON’T KNOW, THAT’S NOT WHAT I’M SAYING are included with the main navigation index on the left side of the “a” page in every section.

02 opinions

- This section includes a range of adjectives and other vocabulary to express opinions. Options are provided to express similar meanings in different ways, e.g., YUCKY, GROSS and DISGUSTING; PRETTY, BEAUTIFUL and GORGEOUS. This provides the communicator with opportunities to select the word they want to use to express their personality and explore different styles of communication with different partners.
- Predictably associated vocabulary to generate sentences and ask questions related to opinions is organised into columns on 02a according to syntactic part of speech. A BIT and REALLY are included to quantify the intensity of the opinion. TRY is included on this page as partners frequently use the opinion page to provide feedback, e.g., GOOD TRY.
- *Opinion* vocabulary is organised across two pages.
 - 02a includes more common opinion vocabulary. Move the individual's preferred opinions to this page.
 - 02b includes additional opinion vocabulary. More "negative" opinions are placed on the left side and more "positive" opinions are placed on the right side. The contrasting vocabulary pairs DIFFICULT/EASY; RIGHT/WRONG; TRUE/LIE; CHEAP/EXPENSIVE, are positioned in the middle columns of the two-page opening.
 - Predictably associated noun vocabulary is included in the far right column on 02b.
- Adjective vocabulary is also included in other categories to express different pragmatic functions.
 - 03 *something's wrong* – to complain
 - 04 *health & body parts*
 - 05 *feelings* – to relate, describe and discuss feelings
 - 21 *descriptions* – to describe things
- There is some repetition of vocabulary between these sections to support the efficient location of vocabulary to communicate for different purposes. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and determine most appropriate placement for additional words.
- In addition to adding or deleting vocabulary, you can change the words associated with some symbols to suit the individual/family/peer group style of expressing opinions.

03 wrong:

- This section includes a range of vocabulary to complain and discuss problems and concerns.
- Predictably associated vocabulary to complain and ask questions about complaints is organised into columns according to syntactic part of speech.
- *Something wrong* vocabulary is organised across two pages.
 - 03a includes common complaints vocabulary and predictably associated vocabulary that is used to start sentences using words from both pages in this section.
 - 03b includes additional complaints vocabulary and phrases to express common complaints. Predictably associated vocabulary is included on this page to construct sentences using complaints vocabulary on this page, e.g., SOMEONE was MEAN TO ME; I NEED TO MOVE; I NEED a REST; SOMEONE HIT ME; SOMEONE TEASED ME.
- You will need to consider the predictably associated vocabulary available on each page when customising this section.
- Note that this page set does not use predictive links to pages of body parts associated with words such as SICK as individuals at this stage of language development are likely to require vocabulary from a range of sections to express less predictable messages. Links to the health and body parts sections are also readily available in the main navigation index on the left side of 03a.
- Communicators cannot always specifically identify what is causing them to feel upset. The I DON'T KNOW WHAT'S WRONG phrase is useful to enable the communicator to express

that they are just upset but cannot tell you why. It provides the communicator with the option to not answer people's requests to know why they are upset and prevent continual guesses to discover the problem.

- The vocabulary in these template pages reflects common complaints. You will need to customise this section to include the main complaints required by an individual. It can be helpful to discuss what upsets the individual with key communication partners.
- There is some overlap of vocabulary with other categories to express different pragmatic functions.
 - *02 opinions* – to express opinions
 - *04 health & body parts*
 - *05 feelings* – to relate, describe and discuss feelings
 - *21 descriptions* – to describe things

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

- Check the vocabulary available in the health section prior to adding vocabulary. You may choose to include some vocabulary in both sections if the health issue results in common complaints, e.g., an individual who has frequent reflux may require YUCKY BURP in both sections, someone who has a hearing impairment may require I CAN'T HEAR YOU in the *something's wrong* section and HEARING IMPAIRMENT/HEARING AID in the *health* section.
- In addition to complaints, this section can include vocabulary for the communicator to suggest solutions to the problem. Being able to suggest solutions is especially useful for individuals who receive personal assistance from a wider range of people.
- An individual who has sensory processing challenges may require the addition of a vocabulary item I NEED A SENSORY ACTIVITY in the *03 something's wrong* section with a predictive link to a page including vocabulary for preferred sensory experiences such as BRUSHING, TRAMPOLINE, ROLL IN THE BLANKET. This vocabulary is added to the *08 activities* section, in a new *sensory activities* subcategory.

04 Health & body:

- Vocabulary in the health section is organised onto separate pages with consideration to the most efficient use of predictably associated vocabulary.
 - *04a* includes words related to health visits (health professionals, places) and health problems that do not typically require the verb FEEL/FELT or the name of a body part for explanation.
 - *04b* includes body parts, health procedures and problems, illnesses and disability related words, including illnesses and health problems that may require the name of a body part for explanation and/or the verb FEEL/FELT. Predictably associated vocabulary to produce sentences using vocabulary on *04b*, including common body part actions, i.e., WASH, BRUSH and TOUCH, are also included on this page.
- *04b* includes an instruction to GO TO *3b LIST* in the *something's wrong* section to avoid adding another page for Lists in this section.
- Spaces have been left on these pages for customisation to reflect individual experiences and requirements. See the suggestions written on the templates. You will need to add gender private body parts to page *04b* or the *List*.

05 Feelings:

- Feelings words are included in this separate section, primarily to discuss emotions, relate information, tell stories and answer questions. A diverse range of feelings are included in this section with multiple options to express similar meanings in different ways.
- Predictably associated vocabulary to start sentences and ask questions using feelings vocabulary from both pages in this section is located on the first page.
- *Feelings* vocabulary is organised semantically across two pages.
 - *05a* includes a few common feelings. You may choose to move words that are most frequently required by the individual, and not in a prominent position in other sections of this PODD book, to this page.
 - *05b* includes additional feelings vocabulary. More “negative” feelings are placed on the left side and more “positive” feelings are placed on the right side. The contrasting vocabulary pairs HUNGRY/THIRSTY and HOT/COLD are located in the far right column. The preposition DOWN is predictably associated with CALM.
- There is some overlap of vocabulary with other categories to express different pragmatic functions e.g., *02 Opinions* – to express opinions; *03 Something’s wrong* – to complain; *04 Health & body parts* and *21 Descriptions* – to describe things. It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

06 People:

- This section includes people’s names, relationship and occupation vocabulary. This section will require considerable customisation. See the suggestions written on the templates.
- Most predictably associated vocabulary to start sentences and ask questions using the people vocabulary from all pages in this section is located on *06a*. Some predictable associated vocabulary is located on *06b*, primarily because it did not fit into the available spaces on *06a*.
- Depending on the educational option selected during the setup for this book, *06a* will include either a link to the subcategory *06c kinder people* or *06c school people*.
- *06a-b people* vocabulary is organised into groups based on meaningful (semantic) associations, e.g., family names, friend names, relationship words, occupations. The names of immediate family are included on page *06a*.
- Note that THE WHOLE FAMILY replaces the category link to *06 people* at the bottom of the column of personal pronouns.
- There are both separate cells and lists for people’s names.
 - Add names to cells for people who have a close relationship or frequent contact with the individual.
 - Add the names of acquaintances/friends and family who have less direct/frequent contact with the individual to a list.

07 Actions (verbs):

- A large range of verb vocabulary is included in this section. As this page set is typically used by individuals who have not as yet developed a sound knowledge of alphabetical organisation there is an attempt to organise this vocabulary according to semantic associations.
- *07a* includes a subcategory link to *07d movements* and verbs commonly used to begin sentences and questions which include other verbs, e.g. I WANT TO; YOU HAVE TO, CAN I ..., I’m GOING TO..., HE SAID TO..., HELP ME., SHE TOLD ME TO ... I FEEL LIKE A number of extra auxiliaries are included on this page to support the early development (modelling) of more complex sentence forms with expansion of the verb phrase e.g., WAS, WERE, BE, BEEN, MIGHT.

- *07b* includes verbs and associated prepositions commonly used to relate information about, instruct and request actions during play, other verbs that are frequently used with these prepositions and thinking, work, coming or leaving verbs.
- *07c* includes communication, feeling, state, existence, shopping, reading, writing and performing related verbs.
- *07d* includes daily routine, cooking and art related verbs.
- *07e* includes movement, and other verbs that did not fit on previous pages.
- The tense makers *past tense –ed* and *–ing* and negation (NOT, DON'T, CAN'T) are included on all pages in this section.
- IT and predictably associated prepositions are included on *07b – e*. IT is included to refer to a known object, identified either by the objects in the environment or previous conversation. Note that a full range of prepositions is only included on *07b* and verbs that predictably require this full range of these prepositions are included on this page.
- List spaces are included on *07d & 07e*.
- Not all verbs in this book are included in the *07 actions* section. Additional verbs are located in other sections. This not only increases the efficiency of using predictably associated vocabulary, but also keeps the action word category a more manageable size. Words are prioritised for inclusion in the action word section if they are used:
 - to construct sentences across a range of semantic categories
 - as auxiliaries in verb phrases
 - to request actions or instruct (for self or from partners)
 - to refer to a specific movement the individual performs.

08 Activities:

- The activities section in the main page set uses 3 subcategories to organise the large vocabulary required to request, talk about and interact during different activities.
 - *08c make something*
 - *08d outside activities*
 - *08e toys*
- *08a and 08b* include vocabulary for other activities that do not fit into the above subcategories, e.g., *television, reading a book, music, games*. Predictably associated vocabulary to ask general questions and start sentences using vocabulary from all pages in this section is included on *08a*.
- Associated vocabulary to interact during activities is included with the name of the activity in this section. This results in a larger range of predictably associated vocabulary on all pages in this section, with vocabulary repeated on multiple pages to support more efficient interaction during activities. There are no activity display pages in this PODD book. You may choose to make separate activity displays to interact during some specific activities/games. .
- Some pages also include predictive links to directly access subcategory pages in other sections of this book to facilitate more efficient interaction during activities, e.g., *08c make something* includes a link to *20c* to more efficiently access colour, shape and size vocabulary.
- A separate list page *08f* is available to include the names of specific games, books, songs, TV shows, movies, tapes, and other activities. The suggestion to *GO TO LIST 8F* is associated with some vocabulary items to access more specific vocabulary. For example, the item *DVD/video* has the suggestion to *GO TO LIST 8F* to access a list of the individual's favourite video titles. A general instruction to *GO TO LIST 8F* is also included on pages *08b-e* to access more general activities vocabulary.
- Considerable customisation is often required in this section to accommodate for individual interests and preferred activities. Ideas for adding vocabulary are written on the templates.

- There is an option to include *08e sports* as an alternative to *08e toys*. This may be a more appropriate option for some (older) individuals using this PODD book. You can make this selection when you set up your PODD book in simPODD.
- It is also possible to change or add other subcategories to accommodate for individual interests. For example, you may choose to substitute *08e toys* with *08e drama* for an individual who is very involved in theatrical activities but not very interested in playing with toys or add an additional page *08f drama* for someone who needs all of the current pages in addition to a page about drama.
- To substitute a subcategory:
 1. On *08a* edit the link cell for the subcategory you are replacing to change the label and symbol to the new subcategory
 2. Open the subcategory page you are substituting (e.g., games) note any vocabulary you will want to move to another page of the activities section. Then edit this page, changing the vocabulary to suit the new (e.g., drama) subcategory. Note that you will not be able to change the symbol on the page tab in simPODD so you may choose to manually print and paste a symbol tab for the new subcategory onto the existing tab prior to laminating the book.
 3. Add any vocabulary that you still require from the original subcategory onto another appropriate page (probably *8b*) in this section.
- To add a new subcategory:
 1. Open page *08a activities*. In Edit mode,
 - a. select the REST cell and change the symbol and label to the name of the new subcategory (e.g., *drama*).
 - b. Select *Edit* to the right of *Go to Page*,
 - c. *Select Link to New Page*. A list of possible page templates will appear with screen shots of these blank grids. Select your preferred grid.
 - d. Select *Next*, to identify the page position in the book. Scroll down to select *08 activities*
 - e. Select next to Fill in the *Tab Name* for your new subcategory (e.g., *drama*)
 - f. Select *Done*. Note that simPODD will have automatically created a subcategory link cell with a new page number.
 2. Open page *08b activities*. In *Edit* mode, add the label and symbol for REST to a blank cell. Select *Done*
 3. Open the new subcategory page (number shown created at step 1f above). Edit this page.
- **Individuals who have sensory processing challenges will require an additional subcategory page of vocabulary to request and interact during sensory activities.** This subcategory should be linked from an I NEED A SENSORY ACTIVITY request in the *03 something's wrong* section as well as a subcategory link on *08a*.

09 Places:

- Aim to include a range of vocabulary for places that are visited and talked about, including places that are referred to in stories, pretend activities and songs.
- *09a* includes commonly visited or talked about places and the predictably associated vocabulary for this section. This vocabulary is used to introduce messages or ask questions using places vocabulary from either page. The pronoun *IT* can be used to refer to things previously identified using vocabulary in another section.
- The remainder of the vocabulary is organised onto *09b* according to meaningful semantic associations, e.g., holiday places, nature places, recreational places, shops, take away food places, restaurants, health places and city places.
- Not all place names are included in the *places* section
 - places found in the house or garden are included in *14 house & garden*
 - transport places are included in *16 transport*
 - school/ early childhood setting places are included in *11 school / 11 early childhood*
 - some special event places, e.g., *circus* would be included in *10 special events*
 - place names related to animals, e.g., *sty, kennel*, would be included in *18 animals*
 - health places are included in *04 health*

(09c Religion – optional)

- The default option is to not have a religion section.
- At this stage of language development, the religion section is only included when religious worship is a regular part of the individual's life. Some individuals/families may choose not to include the religion subcategory but decide to include only the name for their place of worship in the places section and vocabulary for relevant religious events or ceremonies in the special events section of the book.
- The option to include a religion section can be selected when you set up your PODD book in simPODD. The religion section is added to the book as a subcategory in the *09 places* section. Not having a separate section number makes it easier to add/delete this section without affecting the page tab spacing.
- The example page set allows for people to include different vocabulary to suit different religions (see suggestions on the templates).
- An alternative page *10b special events* with a direct link to *09c religion* is added when the religion option is selected.

10 Special events:

- Special event vocabulary is particularly sensitive to regional and family cultural and religious events. Customisation of the vocabulary on these pages will be required to suit the individual's requirements. Vocabulary suggestions are written on the example pages.
- The most frequently occurring/talked about special events, e.g., birthdays, party words, prizes are on page *10a*. Other special events are included on page *10b*, organised according to the type of special event, e.g., competition, local holidays, special days, special activities, religious ceremonies and event words.
- Predictably associated vocabulary to start sentences and ask questions using vocabulary from both pages is located on page *10a*. Additional vocabulary specifically related to the words on *10b* is positioned on that page.
- The words HAPPY, PRESENT, PARTY and CARD are intentionally repeated in page *10b* to reduce the need to turn between pages to produce sentences such as I GET MY (*TURN THE PAGE*) CHRISTMAS PRESENTS on CHRISTMAS EVE and for faster production of phrases such as HAPPY NEW YEAR, and HAPPY BIRTHDAY.
- An alternative page *10b special events* with a link to *09c religion* is provided when the religion option is selected.

11 Early childhood settings / school

- For children who attend a school or early childhood setting, it is useful to have an additional section in the PODD book to include vocabulary related to this environment. While there is usually significant overlap with vocabulary in other sections, particularly the activities section, it has been found useful to repeat this vocabulary in the one section to facilitate efficient communication in the early childhood/school environment.
- The educational setting options are selected when you set up your book in simPODD
- The link to the section 11 in the main navigation index is either KINDERGARTEN or SCHOOL depending on the selected option. You may choose to change the name KINDERGARTEN to the word used for the child's early childhood centre, e.g., PRESCHOOL, DAY CARE.
- **If no educational setting is selected this page tab number is left blank in the PODD book**

Adults using this PODD book

- If the individual attends a **further education setting, day centre or workplace** you may choose to keep a section 11 for this place. Select to use the school pages when setting up your PODD book in simPODD. You can then edit/modify these pages to suit the vocabulary requirements for your place. Remember to change the symbol and label SCHOOL to (the name for your place) in every navigation index in this PODD book (*01 main* and the left side of the "a" page in every section). Also change the symbol and label for *school people* to (your preferred name for the place) people on *06a people school*.
- If the **individual does not regularly attend a specific location**, then vocabulary for the activities and places in their routine would be added to other sections in the PODD book.

Early childhood setting pages:

- *06a people EC* includes a link to the subcategory *06c kinder people* (you can change the label to suit your preferred name for your early childhood place).
- *06c EC people* a subcategory to include the names and roles of people at the child's kindergarten.
- *11a* includes common preschool daily routine activities and links to the subcategories *11c make something* and *11d outside activities*. Note that the people link (bottom left corner of the right page) has changed to link directly to *06c kinder people* as the most likely people talked about from this page. The rest of the people pages can be accessed via the **GO BACK TO PAGE 06a** from the kinder people page. The words TEACHER, FRIEND and CHILDREN replace the pronouns HE, SHE and THEY on *11a*.
- *11b* includes vocabulary to request, talk about and interact during common preschool inside activities. HOME CORNER suggests a link to the *14 house & garden* section to locate vocabulary to play house. DRESS UPS suggests a link to the *12 clothes* section to locate vocabulary to play dressing up.
- *11c* includes vocabulary to request, talk about and interact during common preschool "making activities". This page includes a direct link to the *06 people* section to enable the child to efficiently finish sentences such as I WANT to SHOW..., I MADE IT for... A direct link to *20c colour, shape and size* and *14f tools* are also located on this page.
- *11d* includes vocabulary to request, talk about and interact during common preschool outside activities.
- *11e* provides list spaces to expand the range of vocabulary for specific activities, songs, stories, and games. This page is accessed via **GO TO 11E LIST** instructions on pages *11b, 11c & 11d*.

Remember to also engineer the kindergarten environment with a range of activity displays accessible for all children to use.

School pages:

- *06a people school* includes a link to the subcategory *06c school people*.
- *06c school people* a subcategory to include the names and roles of people at the child's school.
- *11a school* includes school daily routine activities, a subcategory link to *11c school things* and predictably associated vocabulary to ask questions and start sentences using vocabulary from all pages in the school section. Note that the people link (bottom left corner of the right page) has changed to link directly to *06c school people* as the most likely people talked about from this page. The rest of the people pages can be accessed via the *GO BACK TO PAGE 06a* from the school people page. The words TEACHER, FRIEND and (WHOLE) CLASS replace the pronouns HE, SHE and THEY on *11a*.
- *11b* includes vocabulary related to school subjects, places and school special events. Predictably associated vocabulary includes verbs, prepositions and equipment related to school subjects/work. Some of the subject names include a *MAY GO TO PAGE (number)* link to pages of vocabulary useful to interact during that subject.
- *11c* includes places in the classroom and a range of school things including writing and drawing tools and personal items. The LIST for this section is also on this page.

12 Clothes:

- This section includes clothes and things that are worn on the body, e.g., personal aids such as splints, jewellery and grooming (make-up and hair products).
- Page *12a* includes items that are more frequently put on or taken off during the day and predictably associated vocabulary to ask questions and start sentences for the whole section.
- *12b* includes a range of other clothing and clothing parts (e.g., BUTTON, POCKET) with predictably associated vocabulary to manipulate and use these items. Note that DO UP and UNDO are only on *12b*, so vocabulary frequently requiring these actions should not be moved off this page. There is a predictable link to the *20c* colours vocabulary and a direct link to *13b swim things* as people often look for this vocabulary with swimwear.
- *12c grooming & jewellery* includes a range of self-care, make-up, hair and jewellery items. A direct link to *14c bathroom* and *04b body parts* is provided to access other predictable associated vocabulary. A link to *02 opinions* is also included to enable easier access to vocabulary to give opinions on how someone is looking after doing their hair and make-up.
- Vocabulary for any equipment aids that are worn by the individual, e.g., arm wraps, leg splints, AFOs, wristband, may need to be added to the clothes section. Place this vocabulary on the *12a* page if the item is frequently put on and taken off during the day.

13 Things:

- This section includes any thing that does not readily fit into another category. Vocabulary for things may be included in a number of sections. For example:
 - things that are generally found at home/school/kindergarten would be included in those other sections
 - things related to specific activities, e.g., sports, games, would be located in the activities section
 - personal equipment that is worn, e.g., AFOs, splints, is included in the clothes category.
- Vocabulary is organised in the things section across 3 pages according to meaningful semantic associations such as, money things, disability equipment, AAC equipment, swim things, stationary, sewing things, camping equipment, personal technology, photo things, award things, nature things, shopping things, and a variety of other bits and pieces.
- *13a* includes things that are more frequently used or talked about and most of the predictably associated vocabulary to start sentences using words from all pages in this section.

- *13b* includes money things, award things, specialised equipment that is not worn (including AAC equipment), personal technology, letter writing, photo, and other bits and pieces. Predictably associated vocabulary to TURN things ON and OFF, to PUT or TAKE things IN, ON or OUT are included on this page.
- *13c* includes swim things and camping/holiday equipment.
- There is an attempt to order thing vocabulary according to likely sentence word order. For example, on page *13b* FIRE and SMOKE are positioned above ALARM to produce word such as FIRE ALARM / SMOKE ALARM.
- You will need to customise these pages to add individual personal items and other things related to the individual's interests and experiences. You may also want to move items to different pages to suit the individual's word usage patterns. Consider the predictably associated vocabulary available on each page when moving or adding vocabulary.
- This section has more list spaces (on *13c*) as a larger number of fringe vocabulary is usually added to this section.

14 House & Garden:

- The house and garden section in this page set uses 4 subcategories to organise this large vocabulary, based on the place something is located/occurs in the house or garden.
- *14a* includes the subcategory links to *14c bathroom/laundry*, *14d kitchen*, *14e outside* and *14f tools*; the names of other rooms in the house and predictably associated vocabulary to start sentences and questions using words from all pages in this section.
- *14b* includes parts of the house/room, furniture and things found in the bedroom and lounge room. A range of spatial prepositions are included on this page with the pronoun IT to allow the discussion of where other things are in the house (i.e., may previously have identified what IT refers to using vocabulary from another section). Verbs reflecting common actions performed on household equipment are also included on this page. VACUUM and SWEEP are also included on this page as the items they clean are on this page, i.e., FLOOR, RUG.
- *14c bathroom/laundry* includes:
 - furniture and things found in the bathroom and toilet including actions related to washing, and a direct link to *12c grooming* to access vocabulary for other things that may be found in the bathroom and *04b body parts*.
 - equipment and things related to doing laundry, including some things usually found outside such as CLOTHESLINE. Vocabulary for cleaning equipment is also located on this page.
- *14d kitchen* includes dishes, cutlery, kitchen furniture, utensils, cooking equipment and other things commonly found in the kitchen. Predictably associated vocabulary includes basic cooking and cleaning related verbs and prepositions. A link to *15b* is available on this page to access more specific cooking actions and food/drink vocabulary.
- *14e outside* includes things found in the garden/yard of a house, nature, and gardening vocabulary, including gardening tools.
- *14f tools* includes workshop tools and actions.
- The instruction to GO TO THE LIST on page *14f* is included on all pages that end a subcategory section.

15 Food / drink (meal):

- This section includes the names of a range of common foods and drinks and associated cooking and mealtime actions and descriptions.
- *15a* provides vocabulary to interact during mealtimes (basically a mealtime activity display). A suggestion to go to page *15c* is associated with the word DRINK to facilitate faster, more direct, access to the names of specific drinks.
- Specific food/drink items are organised across the following 3 pages according to the type of food or drink. There is an attempt to place commonly combined food items on the same

page, e.g., flavourings and fruit on the same page as desserts and drinks, to combine words such as CHOCOLATE ICE-CREAM; APPLE JUICE; STRAWBERRY MILK.

- Predictably associated vocabulary is included on each page according to the food/drink items on that page.
- The operational cell *TURN THE PAGE* is included on all pages to enable movement to other pages in this section as vocabulary from multiple pages is often required in the one sentence during the mealtime. This reduces the need to return to a subcategories index to access words on the following pages.
- Links to the MEALS, MEAT and VEGETABLES vocabulary on page *15d* are positioned on *15b* (as opposed to *15a*) to enable use of the predictably associated vocabulary on page *15b* to begin sentences including vocabulary *15d*.
 - *15b* includes cereal and bread related items, including sandwich fillings and spreads and the names for mealtimes (BREAKFAST, LUNCH, DINNER, and SNACK). Predictably associated vocabulary on this page includes questions and actions related to eating and cooking. This vocabulary may be used to produce sentences using other vocabulary on this page and to start sentences using vocabulary from the following pages. A link to *14d kitchen* provides access to vocabulary for dishes, utensils and cooking equipment.
 - *15c* includes the names of fruit, flavourings, sweets, desserts, cakes and biscuits and drinks, with the predictably associated words, POUR CUT, PEEL, HOT & COLD.
 - *15d* includes the names of meats, meals, vegetables and associated condiments. Predictably associated verbs and adjectives are included to describe the cooking, preparation of the items included on each page. The same symbol is used for the verb and adjective referring to how food is/was prepared, e.g., MASH the potatoes and MASHED potato.
 - Note that SALAD is intentionally included in the fruit section as well as the vegetable section to allow for the combination FRUIT SALAD.
- The prepositions AND and WITH are included on all pages with food/drink items.
- Spaces have been left on these template pages for the addition of the individual's food and drink preferences. Suggestions for adding vocabulary are written on the templates.

16 Transport:

- This section includes vocabulary related to transport including recreation, water, air, and road vehicles, transport places, vehicle parts, driving, road and railway words. Vocabulary to play with toy cars is also included in this section.
- Vocabulary is organised across two pages according to meaningful semantic associations. Commonly used transport words and question/sentence "starter" vocabulary is included on page *16a*
- There is an attempt to order vocabulary according to likely word order to combine words. . For example, on page *16b* PETROL and TRAIN are positioned above/to the left of STATION to produce PETROL STATION, TRAIN STATION; SPEEDING and PARKING are to the left of TICKET.

17 Characters:

- Character vocabulary needs substantial customisation to include the individual's favourite story, TV, music and movie characters and personalities.
- The example pages include common story, magical characters, things and vocabulary to refer to the different character media, e.g., book, movie, video, song, concert, band.

18 Animals:

- This section includes any vocabulary related to animals including animal names, places, things and actions. Vocabulary is organised over three pages according to the type of animal.
 - 18a includes predictably associated vocabulary to start sentences and questions for the whole section and VET. Spaces are included on this page for the names of the individual's pets and anything associated with pet care. Pets not owned by the individual's family, but frequently talked about, e.g., a neighbour, family member or friend's pet, may also be included on this page. Should the individual have little personal contact with any pets, commonly seen or talked about animals may be moved from other pages onto the first page.
 - 18b includes pets, farm animals, birds, insects, reptiles and marine animals. The item BABY ANIMAL is used, as a hint, to indicate that the word wanted is the next (pointed to) animal's young, e.g., indicating BABY ANIMAL then DOG = PUPPY. Predictably associated verbs on this page include STING, BITE, RIDE, and HATCH. SAY is included for the common early childhood activity "What does (animal) say?" (Animal says"
 - Page 18c includes Australian and zoo/wild animals and the places that animals LIVE. The LIST for this section is also included on this page.

19 Days & Times:

- This page set includes common time concepts. Children generally require many models of these concepts used by others in order to learn their meanings. These concepts are also commonly taught in many educational programs.
- This page set includes a range of predictably associated wh-questions, personal pronouns, and verbs to discuss when an event will/has happened. This vocabulary is included on 19a to start sentences using vocabulary from both pages in the section.
- 19a includes frequently used time concepts, e.g., YESTERDAY, TODAY, TOMMORROW, TONIGHT, NOW, EARLY, LATE, LATER, SOON, A LONG TIME AGO, BEFORE and AFTER.
- 19b includes words for the days of the week, WEEK, MONTH, YEAR, times of the day, the seasons; numerals and the words HOUR, MINUTE, SECOND, O'CLOCK to tell the time, things related to time, e.g., clock, watch, calendar, and predictably associated question words, prepositions, determiners and adjectives. There is a space to add the individual's date of birth (birthday) on this page.
- Older children and adults may need the names of months added to the LIST in this section. Write two months per list cell to allow room for other vocabulary to be added.

20 Descriptions:

- This section includes a range of conceptual language used to describe things, people and the weather. Weather words are included in this section because we describe the weather.
- The concepts commonly taught in educational programs influences the vocabulary included in this section.
- Vocabulary is organised in this section according to what the word describes, e.g., size, taste, speed, feel, look, sound, temperature, colour, shape number or weather.
- There is an attempt to place vocabulary that is frequently used together on the same page to facilitate ease of sentence production and participation in common educational activities, e.g., size, colour and shape words are on the same page with size words on the left, colour in the middle and shape on the right side of the page to produce messages such as BIG LIGHT BLUE CIRCLE. Opposites are on the same page in adjacent locations, e.g. "Do you want to go FAST or SLOW?"

- *20a* includes vocabulary to start questions and sentences using vocabulary from all pages in this section. Links to the three subcategories, *20c colour, shape & size*, *20d numbers*, and *20e weather*, are located on this page. SAME and DIFFERENT are included on this page as these words are used in combination with vocabulary on the following pages.
- *20b* includes a range of adjectival vocabulary to describe the smell, taste, look, age, presence, speed, sound, feel, and general attributes of people and things.
- *20c* includes vocabulary to describe colour, shape & size attributes. Predictably associated vocabulary includes words commonly used with colour, shape & size descriptors when painting, drawing, and writing. There is also a link on this page to the *20d numbers* page.
- *20d* includes vocabulary to describe number. Predictably associated vocabulary on this page includes a range of words and phrases commonly required during early educational activities (mathematics) to develop number and money concepts. There is also a link on this page to the *20c colour, shape & size*.
 - An alternative page *20d numbers* is used when the school option is selected. This alternative numbers page includes additional mathematical functions and measurement vocabulary.
- *20e* includes a range of vocabulary to describe and discuss the weather and weather reports. A range of weather related natural disaster words are also included on this page. A direct link to *19 days and times* is included on this page to provide faster access to this other, frequently required, vocabulary when discussing the weather.

NOTE that only the numbers 1-10 and 0 are included on the numbers page. People in the individual's environment often require explanation of why communicators need to learn to combine numerals (0-9) to produce numbers beyond 10. Partners frequently suggest that it is easier to use a display with whole numbers to 20 or 30 without considering the impossibility of presenting whole written numbers for every number to 100 (or 1000) on a communication display. It is often necessary to explain the importance of learning to understand the underlying concepts of place value for calculator and keyboard use. Children require early experiences sequencing numerals for place value, beginning with two digits for numbers in the teens, to support their learning to use a 0-9 display to produce larger numbers.

- Adjective vocabulary is also included in other categories to express different pragmatic functions.
 - *02 opinions* – to express opinions
 - *03 something's wrong* – to complain
 - *04 health & body parts*
 - *05 feelings* – to relate, describe and discuss feelings

It is important to consider how words will be used and view all of these categories to determine the need for vocabulary additions and most appropriate placement for additional words.

21 Little words

- This section includes a range of determiner, preposition, adjective, adverb and noun vocabulary used to build sentences. Words in this section are organized alphabetically across 2 pages.
- *Little words* are also included in other sections as predictably associated vocabulary. The *21 little words* section is predominantly used when writing using this PODD book and to participate in educational activities. During interactive communication, it would be inefficient to navigate to and from the *22 little words* section to add a word that may not significantly improve intelligibility of the message. Generally, the communicator would only use the key words available in the predictably associated vocabulary in each section. The *100+* and *90+ complex syntax* PODD books provide more “little words” in every section as predictably associated vocabulary.
- The little words section is positioned adjacent to *22 alphabet* for ready access when spelling or during writing and spelling educational activities.

22 Alphabet

- The alphabet display included in the main page set has an alphabetical layout organised into columns (same visual scanning layout to select items as the other pages in this PODD book).
- Alternative pages using a QWERTY keyboard layout can be selected during the simPODD setup for this book. The QWERTY layout may be preferable for individuals who (are learning to) use a keyboard with this layout to access a computer or other electronic device. The use of the same layout supports the development of automatic motor patterns for more efficient access with less cognitive attention required to locate and select items. The QWERTY layout requires 10 spaces across the page in the top row of the keyboard display. The navigation index is therefore moved from the left side of the page to the bottom of the page.
- Both layout options include two pages in the section:
 - *22a* lowercase
 - *22b* UPPERCASE
- Useful, spelling-related phrases to inform and instruct the partner are included on both pages in the section.
- The background of punctuation items on these displays is highlighted pale yellow. You may choose to highlight the vowels by changing the colour of the cell border or background.

23 Topic

- These pages are used to add vocabulary for a current class topic or theme.
- School age children frequently require topic-specific vocabulary to participate in class discussions, assessment and writing tasks on a current topic or theme, e.g., Ancient Egypt, dinosaurs, space travel, human digestion. As education is focussed on extending world knowledge, the vocabulary introduced in school topics is mostly rarely used, extended fringe vocabulary in other situations. As the PODD book is designed to support the individuals communication at any time in their daily lives, vocabulary that is frequently used is prioritised to be in the faster to access locations of the book. Rarely used fringe vocabulary is located in slower to access symbol cells or on LISTS in a PODD book. This is appropriate for daily communication but can make this vocabulary slow to access when studying. Topic specific displays increase the speed of communication on the topic during the period of time it is a focus for educational study. It is critical that any new vocabulary that is added to a topic display is also added to main pages (usually a LIST) in the book.
- Including topic specific pages of vocabulary in the PODD book, as opposed to on a separate display, has the advantage of enabling easier access to use other vocabulary items in their book with the topic specific vocabulary. For example, it is useful to have

access to the *food/drink* section when discussing the foods the ancient Egyptians ate, or to all sections of the book for a creative story about a young pharaoh time travelling to 2024.

- Grids that contain some common core vocabulary and blank spaces to add topic specific words are included in this resource.
- To enable topic pages to be easily changed when the class topic changes, only the left side of page 23a is laminated (onto the back of the right side of page 22b). The other pages are put into plastic letter files (see *construction file* for details).
- Some children keep previous topics in another folder. Other children may need access to multiple topic pages. If this is the case you will need to make an index on page 23a to get to these other topics.

Other pages:

- **Instructions for back cover:** This page provides an example of the type of instructions that are printed onto a sticker and attached to the inside of the back cover (see *construction file*). There is a space at the top of the page for a contact number to be added to facilitate the return of a lost communication book.

Lists for stickers:

These pages include only the lists for printing onto A4 stickers. These pages are positioned at the end of the list of pages (and exported PDF file) in simPODD. See *construction file* for the use of these stickers.