

This is the alternative top to bottom arrangement I was thinking about. This particular conversation provides language information about turn-taking, expressing multiple alternatives, polite disagreement, supporting an idea with details, multiple uses of the same word in context (e.g. *like*) and problem solving. It is much richer than looking at a picture and saying “The boy is running.” Or “The boys are looking at a picture.” Since one of our goals when we teach children with language challenges is to enrich their language experience, see how rich the organization of the graphic can make the language?

