

SHARED READING: SHARE THE AIR

Below are examples of Shared Reading Interactions, at different (student) language levels

These examples go with the book "The Very Hungry Caterpillar" by Eric Carle

Shared Reading Level	Student's Language Level	Example Attention Getter	Example Invite Participation	Student's possible Response	Example Adult modelled Response	Student(s) in class at this level
1	Receptive communicator/ early literal language	Look!	"Oh yum I like apples" (expectant pause)	No response or body language / facial expression response. Adult models a response, verbally referencing the student's body language at the time or as appropriate.	You smile when you have apples. I think you're saying I like apples!	
2	Early expressive communicator (1 – 2 words) / Literal language	That's funny!	"I wonder what he will eat next" (expectant pause)	Any response! (Adult might provide some scaffolding by navigating to the appropriate page in the AAC system)	Yes! We had cake didn't we. I liked it too (or other appropriate response)	
3	Expressive communicator (2 – 5+ words) / Literal language	Uh oh!	"I'm asking a question. I wonder what the caterpillar is doing here?!"	Eat fruit (completely independent)	Yes – I think caterpillars like fruit!	
4	Expressive communicator (5+ words) / Inferential language	That's crazy	Where do you think he got the food from?	From the supermarket	That would be a good place to get food	

Words in red are modelled in student's AAC system



Adapted from Vander Woude, O & Van Kleeck, A & Veen, V. (2008). Book sharing and the development of meaning in Rhyner P. Emergent literacy and language development: Promoting learning in early childhood, pp.36 – 77. New York, NY: Guilford Press

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SHARED READING WITH THE GREAT EIGHT

The table below shows which of the Great Eight of shared reading are to be used at different student language levels

Shared Reading Level	Student's Language Level	Share the AIR*	Link to Letters	CROWD** to invite participation	Model "I have a question"	Teach Vocabulary	Asking "Do you have a question?"	Print Referencing	Rhymes & Sounds	Student(s) in class at this level
1	Receptive communicator/ early literal language	Yes. Focus on attention getters and comments.	Yes. Focus on letters in their first name.							
2	Early expressive communicator (1 – 2 words) / Literal language	Yes. Using open ended questions.	Yes. Focus on letters being taught.	Yes	Yes	Yes	Yes	Yes (only some items)		
3	Expressive communicator (2 – 5+ words) / Literal language	Yes. Answers from student should be on topic.	Yes. Focus on any letters student needs to consolidate.	Yes	Yes	Yes	Yes	Yes	Yes	
4	Expressive communicator (5+ words) / Inferential language	Yes. Invitations can be from the text or inferential. Answers should be on topic.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	



*Share the AIR
A = Attention Getter
I = Invite Participation
R = Respond

**CROWD =
Completion, Recall, Open
Ended questions, Wh
questions and Distancing

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