



SHARED READING: IT'S ALL ABOUT THE INTERACTION



THE GREAT EIGHT

1. SHARE THE AIR

A = Attention Getter

I = Invite Participation

R = Respond or model a response

2. LINK TO LETTERS

Refer to letters in the student's names, or other important letters, when you see them on a page.

3. CROWD TO INVITE PARTICIPATION

Comment on what the students seem to be interested in and wait at least 5 seconds; Invite participation using the different parts of CROWD and wait at least 5 seconds; Respond to whatever the student says/does by adding more language, modeling appropriate grammar.

Completion

Recall

Open ended

Wh- questions

Distancing

4. MODEL "I HAVE A QUESTION"

When you ask a question, explicitly model saying "I have a question," using AAC and then ask it

5. TEACH VOCABULARY

Teach new vocabulary by briefly defining it. You can use synonyms or put the new word in a sentence

6. DO YOU HAVE A QUESTION?

Ask the students if they have any questions after sharing every 3-4 pages.

7. PRINT REFERENCING

Point out elements of the book as you read it e.g. This is the title of the book. It tells us...

8. RHYMES AND SOUNDS

Point out rhyming words and word plays in texts - words with the same initial letters or which have similar sounds in them (alliteration).

DON'T FORGET

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- Sometimes we need to teach students to enjoy books
 - Use the student's interests as a starting point if needed.
 - In shared reading, always model using the student's communication system
 - Reading a book repeatedly is great - and important to do!
 - The student selects the book when reading 1:1



SHARED READING: FOCUS ON INTERACTION

LANGUAGE LEVELS

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

Level 1 (Australian Curriculum Levels 1a and 1b)

Student's Language Level: Receptive Communicator / Early Literal Language

Share the AIR, with a focus on promoting student interest in books, inviting participation and attributing meaning.

An example interaction using AIR might be:

Attention Getter: **Look!**

Invite participation: "I wonder if you **like** apples". Expectant pause

Student's possible response: 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.

Adult's **R**esponse: You smile when you have apples. You **like** them.

Level 2 (Australian Curriculum Levels 1c and 1d)

Student's Language Level: Early expressive communicator, 1 - 2 words / Literal Language

Share the AIR, with a focus on promoting student participation and use of AAC/speech

An example interaction using AIR might be:

Attention Getter: That's **funny!**

Invite participation: I'm asking a **question**. **What** do you think the caterpillar will **eat next?**

Student's possible response: Any food. (Adult might provide some scaffolding by navigating to the appropriate page in the student's AAC system.)

Adult's **R**esponse: Yes! We had **cake** with **Grandma** didn't we? I **liked** it too (or other appropriate response appropriate to the student's comment)

SHARED READING: FOCUS ON INTERACTION

LANGUAGE LEVELS (CONTINUED)

Level 3 (Australian Curriculum Levels 1d and 1e)

Student's Language Level: Expressive Communicator, 2 - 5+ words / Literal Language
Share the AIR, with a focus on promoting student participation and use of AAC/speech

An example interaction using AIR might be:

Attention Getter: Uh oh!

Invite participation: "I wonder what the caterpillar is doing here!"

Student's possible response: Eat fruit.

Adult's Response: Yes but I don't think caterpillars really eat fruit

Level 4 (Australian Curriculum Foundation to Year 2)

Student's Language Level: Expressive communicator, 5+ words / Inferential Language
Share the AIR, with a focus on promoting student participation and use of AAC/speech

An example interaction using AIR might be:

Attention Getter: That's crazy!

Invite participation: Where do you think he got the food from?

Student's possible response: From the supermarket

Adult's Response: That would be a good place to get food.



SHARED READING: FOCUS ON INTERACTION

LANGUAGE LEVELS AND THE GREAT EIGHT

Level 1 (Australian Curriculum Levels 1a and 1b)

Student's Language Level: Receptive Communicator / Early Literal Language
Share the AIR and Link to Letters, with a focus on letters in the student's name

Level 2 (Australian Curriculum Levels 1c and 1d)

Student's Language Level: Early expressive communicator, 1 - 2 words / Literal Language
Share the AIR, Link to letters, CROWD to invite participation, Model "I have a question",
teach vocabulary and ask "do you have a question"

Level 3 (Australian Curriculum Levels 1d and 1e)

Student's Language Level: Expressive Communicator, 2 - 5+ words / Literal Language
Share the AIR, Link to letters, CROWD to invite participation, Model "I have a question",
teach vocabulary, ask "do you have a question", do print referencing and focus on
rhymes and sounds

Level 4 (Australian Curriculum Foundation to Year 2)

Student's Language Level: Expressive communicator, 5+ words / Inferential Language

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Share the AIR, Link to letters, CROWD to invite participation,
Model "I have a question", teach vocabulary, ask "do you
have a question", do print referencing and focus on rhymes
and sounds