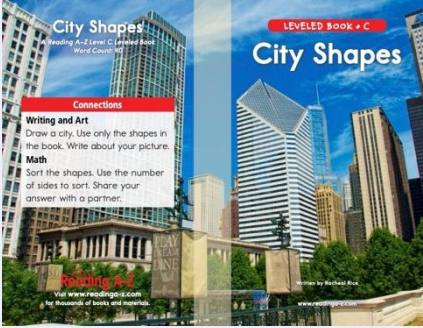
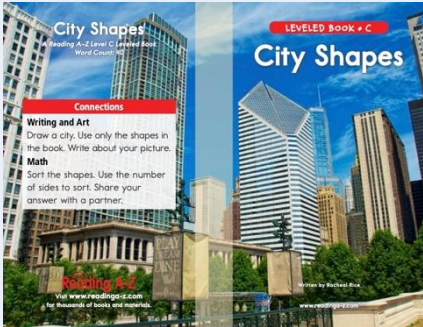
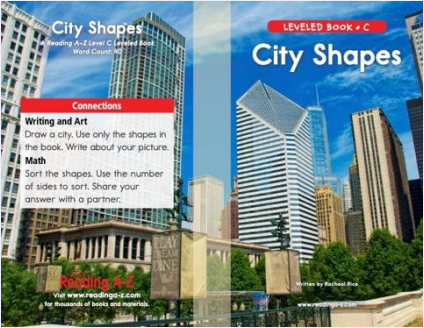
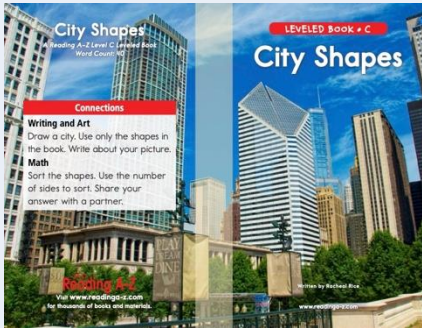
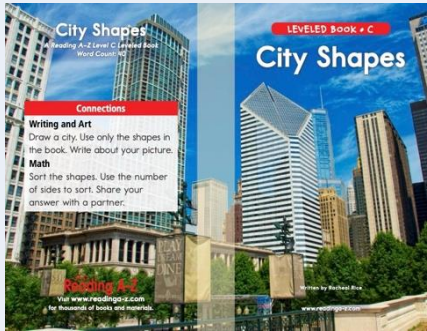


Lesson: Comprehension Instruction Day: Monday Students: Marcus, Bohdan	Curriculum links and resources	AAC pathways
Learning intention: Students will understand that they can extract information from texts to provide information. Students will know that different texts provide information for different purposes Success criteria: All Students will be able read texts and participate in discussion about the information from the text. Most: Students will be able to read texts and extract appropriate information extracted from the text. Some: Students will be able to read texts, extract appropriate information and engage in further research as appropriate. The Grove 5: Respectful – listen and look Safe – feet on the floor and hands in lap I am responsible – take turns in interactions Assessment/evidence of learning: Comprehension instruction record forms	Australian Curriculum: Maths: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) English: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) English: Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) General Capabilities: Literacy: Comprehending texts through listening, reading and viewing SACE: ??	Proloquo2Go Core words: As appropriate Fringe words: Describe > More > Shapes > shape, circle, square, triangle, oval, rectangle
Lesson Sequence: Lesson Intro: <i>Purpose for reading:</i> Read to discuss one shape in the book (in the text) and the thing that makes the shape (in the picture) <i>Anchor:</i> Talk about shapes in the classroom and the things that make those shapes Write up and talk about the shape words in the text: square, triangle, rectangle, oval, hexagon Remind students of the purpose for reading <i>Read:</i> Read the book; teacher reads and students follow along in their copy <i>Apply:</i> discuss the purpose, either verbally or getting each student to write and/or draw their answer		PODD Chat Words 1a & 1b: As appropriate Pathways: More to say > I'm telling you something > descriptions > shapes > shape, circle, square, triangle, oval, rectangle

Lesson: Comprehension Instruction Day: Tuesday Students: Marcus, Bohdan	Curriculum links and resources	AAC pathways
Learning intention: Students will understand that they can extract information from texts to provide information. Students will know that different texts provide information for different purposes Success criteria: All Students will be able read texts and participate in discussion about the information from the text. Most: Students will be able to read texts and extract appropriate information extracted from the text. Some: Students will be able to read texts, extract appropriate information and engage in further research as appropriate. The Grove 5: Respectful – listen and look Safe – feet on the floor and hands in lap I am responsible – take turns in interactions Assessment/evidence of learning: Comprehension instruction record forms	Australian Curriculum: Maths: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) English: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) English: Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) General Capabilities: Literacy: Comprehending texts through listening, reading and viewing SACE: ??	Proloquo2Go Core words: As appropriate Fringe words: Describe > More > Shapes > shape, circle, square, triangle, oval, rectangle
Lesson Sequence: Lesson Intro: <i>Purpose for reading:</i> Read to discover three shapes in the book <i>Anchor:</i> Talk about shapes on the last page of the book Remind students of the purpose for reading <i>Read:</i> Read the book; teacher reads and students follow along in their copy <i>Apply:</i> discuss the purpose, either verbally or getting each student to write and/or draw their answer	Resources Copy of text "City Shapes" 	PODD Chat Words 1a & 1b: As appropriate Pathways: More to say > I'm telling you something > descriptions > shapes > shape, circle, square, triangle, oval, rectangle

Lesson: Comprehension Instruction Day: Wednesday Students: Marcus, Bohdan	Curriculum links and resources	AAC pathways
Learning intention: Students will understand that they can extract information from texts to provide information. Students will know that different texts provide information for different purposes Success criteria: All Students will be able read texts and participate in discussion about the information from the text. Most: Students will be able to read texts and extract appropriate information extracted from the text. Some: Students will be able to read texts, extract appropriate information and engage in further research as appropriate. The Grove 5: Respectful – listen and look Safe – feet on the floor and hands in lap I am responsible – take turns in interactions Assessment/evidence of learning: Comprehension instruction record forms	Australian Curriculum: Maths: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) English: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) English: Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) General Capabilities: Literacy: Comprehending texts through listening, reading and viewing SACE: ??	Proloquo2go Core words: As appropriate Fringe words: Describe > More > Shapes Describe > More > Colours Describe > More > Size and speed
Lesson Sequence: Lesson Intro: <i>Purpose for reading:</i> Read to think of other describing words that you could use for shapes in the book. <i>Anchor:</i> Talk about different categories of describing words e.g. colours, size, texture (feels), feelings, speed. Remind students of the purpose for reading <i>Read:</i> Read the book; teacher and students read together <i>Apply:</i> discuss the purpose, either verbally or getting each student to write and/or draw their answer	Resources Copy of text "City Shapes" 	PODD Chat Words 1a & 1b: As appropriate Pathways: More to say > I'm telling you something > descriptions > shapes > shape, circle, square, triangle, oval, rectangle More to say > I'm telling you something > descriptions > colours More to say > I'm telling you something > descriptions > size

Lesson: Comprehension Instruction Day: Thursday Students: Marcus, Bohdan	Curriculum links and resources	AAC pathways
Learning intention: Students will understand that they can extract information from texts to provide information. Students will know that different texts provide information for different purposes Success criteria: All Students will be able read texts and participate in discussion about the information from the text. Most: Students will be able to read texts and extract appropriate information extracted from the text. Some: Students will be able to read texts, extract appropriate information and engage in further research as appropriate. The Grove 5: Respectful – listen and look Safe – feet on the floor and hands in lap I am responsible – take turns in interactions Assessment/evidence of learning: Comprehension instruction record forms	Australian Curriculum: Maths: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) English: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) English: Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) General Capabilities: Literacy: Comprehending texts through listening, reading and viewing SACE: ??	Proloquo2go Core words: Up, on, in, look, help, make, need, get, different, more, finished, do Fringe words: Actions > Making > build, dig, paint, work Things > More > Parts of buildings > floor, room, wall, window Things > More > Parts of buildings > More > ceiling, roof
Lesson Sequence: Lesson Intro: <i>Purpose for reading:</i> Read to think of something in the school that is the same shape as something in the text. <i>Anchor:</i> Remind the students of the shapes in the book: square, triangle, rectangle, oval, hexagon. Remind students of the purpose for reading <i>Read:</i> Read the book; students read <i>Apply:</i> discuss the purpose, either verbally or getting each student to write and/or draw their answer	Resources Copy of text “City Shapes” 	PODD Chat Words 1a & 1b: Look, help, more, finish, do Pathways: More to say > I'm telling you something > house & garden 17 > door, window, can go to tools 17f. On list: clean, in, floor, More to say > do something 10 > make, get, like. Also turn the page: on, in, build More to say > I'm asking a question > You need to tell me yes or no 7 > turn the page > opinions > like More to say > I'm telling you something > places > home

Lesson: Comprehension Instruction Day: Friday Students: Marcus, Bohdan	Curriculum links and resources	AAC pathways
Learning intention: Students at level 1 will understand that they can respond to an invitation to participate using speech and/or AAC. Students at Level 2 will understand that they can use speech and/or AAC to take turns in shared reading interactions using both responses and questions. Success criteria: All Students engage with some of the book. Most students respond to one or more invitations to participate. Some students will initiate comments or ask questions. The Grove 5: Respectful– listen and look Safe – feet on the floor and hands in lap I am responsible – take turns in interactions Assessment/evidence of learning: Shared reading record forms	Australian Curriculum: Maths: Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009) English: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) English: Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) English: Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) General Capabilities: Literacy: Comprehending texts through listening, reading and viewing SACE: ??	Proloquo2go Core words: Up, on, in, look, help, make, need, get, different, more, finished, do Fringe words: Actions > Making > build, dig, paint, work Things > More > Parts of buildings > floor, room, wall, window Things > More > Parts of buildings > More > ceiling, roof
Lesson Sequence: Lesson Intro: <i>Purpose for reading:</i> Read to write a report on the book. Write about something that you learned from the book this week. <i>Anchor:</i> Discuss something that you have learned from the book and write about it using an appropriate writing level in your mini-lesson e.g. one good sentence. <i>Read:</i> Read the book; students read <i>Apply:</i> Have students write to the purpose	Resources Copy of text “City Shapes” 	PODD Chat Words 1a & 1b: Look, help, more, finish, do Pathways: More to say > I'm telling you something > house & garden 17 > door, window, can go to tools 17f. On list: clean, in, floor, More to say > do something 10 > make, get, like. Also turn the page: on, in, build More to say > I'm asking a question > You need to tell me yes or no 7 > turn the page > opinions > like More to say > I'm telling you something > places > home