

Lesson: Shared Reading – Levels 1 and 2. Day: Monday Students: Safwan, Maira, Chase	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: HASS The places people live in and belong to, their familiar features and why they are important to people(ACHASSK015) English: Share feelings and thoughts about the events and characters in texts (ACELT1783) 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: Explain that we will be reading a book about building a house – we all live somewhere and the people in this book are building a new place to live. Share the AIR: Read book and three times during the reading, bring students' attention to a part of the book using an attention getter, invite their participation and give them an opportunity to respond. Students at Level 1: Invite participation where student can respond with like/dislike or yes/no response e.g. Page with digger: A: Dig, dig, dig (act out digging); I: Do you like diggers?; R: if student doesn't give you formal response, attribute meaning to their body language / facial expression Students at Level 2: invite participation with an open ended question based on information in book (pictures or text) e.g. Page with painting: A: Look, they're painting; I: What colour should they paint it?; R: if needed, navigate to colours for student in AAC system. Follow up (optional): Discuss how the book in the house might be similar and different to their own house.	Resources Copy of text “Let's Build a House” 	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: Shared Reading – Levels 1 and 2. Day: Tuesday Students: Safwan, Maira, Chase	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: HASS The places people live in and belong to, their familiar features and why they are important to people(ACHASSK015) English: Share feelings and thoughts about the events and characters in texts (ACELT1783) 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: Remind student that we are reading a book about building a house Share the AIR: Read book and three times during the reading, bring students' attention to a part of the book using an attention getter, invite their participation and give them an opportunity to respond. Students at Level 1: Invite participation where student can respond with like/dislike or yes/no response e.g. Page with pipes: A: Yuck, yuck, yuck (pinch nose); I: Do you think poo is stinky?; R: if student doesn't give you formal response, attribute meaning to their body language / facial expression Students at Level 2: invite participation with an open ended question based on information in book (pictures or text) e.g. Page with wooden frame: A: Ouch, ouch, ouch!: What do you think they hit with the hammer?; R: student gives response Follow up (optional): Students at Level 1: talk about what you believe they thought of the book Students at Level 2: ask their opinion or description of the book	Resources Copy of text “Let's Build a House” 	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: Shared Reading – Levels 1 and 2. Day: Wednesday Students: Safwan, Maira, Chase	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: HASS The places people live in and belong to, their familiar features and why they are important to people(ACHASSK015) English: Share feelings and thoughts about the events and characters in texts (ACELT1783) 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: Remind student that we are reading a book about building a house Share the AIR: Read book and three times during the reading, bring students' attention to a part of the book using an attention getter, invite their participation and give them an opportunity to respond. Students at Level 1: Invite participation where student can respond with like/dislike or yes/no response e.g. Page with cleaning: A: Look! They're cleaning; I: Do you think our room needs a clean?; R: if student doesn't give you formal response, attribute meaning to their body language / facial expression Students at Level 2: invite participation with an open ended question based on information in book (pictures or text) e.g. Page with All Done: A: Wow! They're finished; I: How do you think they feel?; R: student gives response; if needed navigate to feelings Follow up (optional): Students at Level 1: tell them your favourite page and show it Students at Level 2: Show your favourite page and ask their favourite page	Resources Copy of text "Let's Build a House" 	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: Shared Reading – Levels 1 and 2. Day: Thursday Students: Safwan, Maira, Chase	Curriculum links and resources	AAC pathways
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Lesson Sequence: Lesson Intro: Remind student that we are reading a book about building a house Share the AIR: Level 1: Read book and three times during the reading, bring students' attention to a part of the book using an attention getter, invite their participation and give them an opportunity to respond. Level 2: Read book and three times during the reading, do an expectant pause. If student doesn't initiate, ask them if they have a question. Navigate to questions if needed. Students at Level 1: Invite participation where student can respond with like/dislike or yes/no response e.g. Page with the roof: A: Uh oh, it's raining; I: Do you like the rain?; R: if student doesn't give you formal response, attribute meaning to their body language / facial expression Students at Level 2: Ask if they have a question. Follow up (optional): Discuss how the book in the house is similar and different to the school	Resources Copy of text "Let's Build a House" 	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: Shared Reading – Levels 1 and 2. Day: Friday Students: Safwan, Maira, Chase	Curriculum links and resources	AAC pathways
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Lesson Sequence: Lesson Intro: Remind student that we are reading a book about building a house Share the AIR: Read book and three times during the reading, bring students' attention to a part of the book using an attention getter, invite their participation and give them an opportunity to respond. Students at Level 1: Invite participation where student can respond with like/dislike or yes/no response e.g. All done page: A: Yay – they're finished; I: Would you be happy if you built a house?; R: if student doesn't give you formal response, attribute meaning to their body language / facial expression Students at Level 2: invite participation with an open ended question based on information in book (pictures or text) e.g. Page with Nearly Done: A: Uh oh – they're cleaning; I: What do you think about cleaning?; R: student gives response; if needed navigate to opinions or descriptions Follow up (optional): Discuss how the book in the house is similar and different to the school	Resources Copy of text "Let's Build a House" 	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