

Lesson: Monday Shared Reading – Levels 3 and 4	Curriculum links and resources	AAC pathways
Learning intention: Students at Levels 3 & 4 will increase their understanding of concepts about print Students at Levels 3 & 4 will recognise rhyming words used in the text Students at Level 3 will respond to invitations to participate with on-topic responses Students at Level 4 will use their world knowledge to answer inferential questions Success criteria: All Students will respond to invitations to participate. Most students will respond to invitations to participate with an on-topic response. 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: English: Understand concepts about print (ACELA1433) English: Understand that punctuation is a feature of written text different from letters (ACELA1432) General Capabilities: Literacy: Text knowledge SACE: ??	Proloquo2go Core words: look, help Fringe words: Keyboard > punctuation
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. While we read the book we are going to think about punctuation that the author has used. Concepts of Print Bookmark: I am learning about punctuation. Point out the full stops at the end of sentences. Why is there a question mark? And how about that exclamation! Why does the author use these? For the first few pages read the book and draw their attention to the punctuation. Label it and talk about why the author has used it. Focus on full stop, question mark and exclamation mark as much as possible. After that, ask them if they can see any of the punctuation you showed them – and after a long expectant pause, show them where you can see it if they are unable to find it. Review: Make a list of the different sorts of punctuation you found in the book. Refer back to book as needed.	Resources Copy of text “Let’s Build a House” Print Concepts bookmark on punctuation 	PODD Chat Words 1a & 1b: Look, help Pathways: More to say > I'm telling you something > turn the page > alphabet; use punctuation cells

Lesson: Tuesday Shared Reading – Levels 3 and 4	Curriculum links and resources	AAC pathways
Learning intention: Students at Levels 3 & 4 will increase their understanding of concepts about print Students at Levels 3 & 4 will recognise rhyming words used in the text Students at Level 3 will respond to invitations to participate with on-topic responses Students at Level 4 will use their world knowledge to answer inferential questions Success criteria: All Students will respond to invitations to participate. Most students will respond to invitations to participate with an on-topic response. 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 them 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 3: 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: do NOT navigate in AAC for student. Students at Level 4: invite participation with an inferential question (requires world knowledge to answer) e.g. Page with pipes: A: Yuck; I: what stinky stuff goes through pipes in your house? R: student responds 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: Wednesday Shared Reading – Levels 3 and 4	Curriculum links and resources	AAC pathways
Learning intention: Students at Levels 3 & 4 will increase their understanding of concepts about print Students at Levels 3 & 4 will recognise rhyming words used in the text Students at Level 3 will respond to invitations to participate with on-topic responses Students at Level 4 will use their world knowledge to answer inferential questions Success criteria: All Students will respond to invitations to participate. Most students will respond to invitations to participate with an on-topic response. 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: English: Understand concepts about print (ACELA1433) English: Understand that punctuation is a feature of written text different from letters (ACELA1432) General Capabilities: Literacy: Text knowledge SACE: ??	Proloquo2go Core words: look, help Fringe words: Keyboard > punctuation
Lesson Sequence: Lesson Intro: Remind them we are going we read the book and we're going to look for punctuation again Concepts of Print Bookmark: I am learning about punctuation. Point out the full stops at the end of sentences. Why is there a question mark? And how about that exclamation! Why does the author use these? Have a small whiteboard ready and keep a score of the number of times you see each of the three types of punctuation you are looking for. As appropriate, get student to look for it, maybe even have a race with them! Repeatedly use the names of the punctuation and talk about why it is used. Review: Count how many times you found each type of punctuation in the text.	Resources Copy of text "Let's Build a House" Print Concepts bookmark on punctuation Small whiteboard 	PODD Chat Words 1a & 1b: Look, help Pathways: More to say > I'm telling you something > turn the page > alphabet; use punctuation cells

Lesson: Thursday Shared Reading – Levels 3 and 4	Curriculum links and resources	AAC pathways
Learning intention: Students at Levels 3 & 4 will increase their understanding of concepts about print Students at Levels 3 & 4 will recognise rhyming words used in the text Students at Level 3 will respond to invitations to participate with on-topic responses Students at Level 4 will use their world knowledge to answer inferential questions Success criteria: All Students will respond to invitations to participate. Most students will respond to invitations to participate with an on-topic response. 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: English: Recognise and generate rhyming words (ACELA1439) General Capabilities Literacy: Grammar knowledge: knowledge of words and word groups SACE: ??	Proloquo2go Core words: different Fringe words: Actions > A-Z verbs > R > Rhyme Describe: Same
Lesson Sequence: Lesson Intro: Remind them that we are reading a book about building a house Rhyme: Read book and draw the students attention to how words in the book rhyme. Write out rhyming words and show the student how they are often spelt the same at the end, just like they sound the same at the end. Show them that sometimes they are spelled differently. Have fun with the rhymes – come up with other words that might fit the rhyme. Towards the end of the book as the student if they can hear any rhyming words – and ask them which ones. If needed, read out three words from the page – two that rhyme and one that doesn't and ask student if they can hear the difference. Follow up (optional): Pick a word family e.g. all and come up with different all words; student can suggest letters to add to all.	Resources Copy of text “Let’s Build a House” Small whiteboard 	PODD Chat Words 1a & 1b: - Pathways: More to say > I'm telling you something 7 > Descriptions > same, different More to say > I have an idea 7 > turn the page > alphabet > end of word

Lesson: Friday Shared Reading – Levels 3 and 4	Curriculum links and resources	AAC pathways
Learning intention: Students at Levels 3 & 4 will increase their understanding of concepts about print Students at Levels 3 & 4 will recognise rhyming words used in the text Students at Level 3 will respond to invitations to participate with on-topic responses Students at Level 4 will use their world knowledge to answer inferential questions Success criteria: All Students will respond to invitations to participate. Most students will respond to invitations to participate with an on-topic response. 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: English: Understand concepts about print (ACELA1433) English: Understand that punctuation is a feature of written text different from letters (ACELA1432) General Capabilities: Literacy: Text knowledge SACE: ??	Proloquo2go Core words: look, help Fringe words: Keyboard > punctuation
Lesson Sequence: Lesson Intro: Remind them we are going we read the book and we're going to look for punctuation again Concepts of Print Bookmark: I am learning about punctuation. Point out the full stops at the end of sentences. Why is there a question mark? And how about that exclamation! Why does the author use these? As you read the book, ask the student to find one piece of punctuation on each page. Name the piece of punctuation they point to – or ask them to do so. If they struggle, return to finding the punctuation yourself and labelling it. Review: Talk about the three different types of punctuation we have been discussing this week and write them on the whiteboard and/or find them in the student's AAC system.	Resources Copy of text "Let's Build a House" Print Concepts bookmark on punctuation Small whiteboard 	PODD Chat Words 1a & 1b: Look, help Pathways: More to say > I'm telling you something > turn the page > alphabet; use punctuation cells