



inspire

PRC AAC Literacy Planner Book Club



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Welcome to the PRC AAC Literacy Planner: Book Club!

This year's AAC Literacy Planner is a book club theme. Why a book club? A book club offers readers the chance to make choices about what they read through communication and literacy activities. It also provides opportunities for learning and socialization. Emergent literacy resources in this Planner have been developed for students who use Augmentative Alternative Communication (AAC) from 3rd grade up to provide access to the content of books often read by their peers. Chapter summaries of the books have been written specifically for use with this Planner and are available on Tar Heel Reader (www.tarheelreader.org), a free online library of beginning level reader books for students of all ages. Chapters of each book, in addition to books that will help provide background knowledge of the topic, are available in a collection on Tar Heel Reader. You can open the provided links on each lesson plan to read the books on a computer or tablet. You can also download each story as a PowerPoint book and print for a paper version. Feel free to use any version of the book, digital or print form, that meets your students' needs.

Another skill taught through this year's theme is personal choice-making. Rather than assign a specific book per month, you will find resources for twelve books that you

can use at any time throughout the year. Use the included activities to help your students choose which books to read each month by offering a "book tasting". Everything you need is included! By allowing the AAC communicator to use his communication system to make comments and express opinions about the books, we encourage socialization and independence. You'll find:

- Templates and supports for offering communication, reading and writing experiences to see exactly what to do before, during, and after reading activities.
- Suggested Common Core Standards for activities.
- Numerous QR codes linked to book collections and resources. Simply point the camera of your phone/tablet/iPad at the QR code to automatically open the link or click on the linked text in the online version of the Literacy Planner.
- Smart charts that show the icon sequences for target words associated with each book in LAMP Words For Life 84 Full and Unity 84 Sequenced.
- Links that provide optional resources.

If you are an educator or speech-language pathologist, you can use the resources to guide the organization of a book club. You'll find activities to help you work on communication and literacy skills. Materials are also suited for use as a virtual online book club, or you may choose to use these activities with AAC communicators independently of a book club as well. The choice is yours!



We hope you enjoy sharing these books and resources with your AAC communicators!

Beth Waite-Lafever

M.A.CCC-SLP-ATP

PRC Training and Implementation Specialist
Literacy Planner Developer 2021



You may use our [free PASS software](#) to make additional resources.



Look for the 2021 [AAC Literacy Planner Playlist](#) on our YouTube Channel for video supports posted during the year.

Our Consultants

Our consultants are here to help! PRC has a national team of AAC professionals with in-depth knowledge of language development and augmentative communication who work with therapists, device users, and families. Many PRC consultants are trained educators or SLPs with years of education and therapy experience.

To locate your Regional Consultant, visit prentrom.com/consultants or call (800) 848-8008.



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Count on us to help with:

- On-site device trials • Troubleshooting • Obtaining a loaner device
- Assistance with the funding process • Physical access needs
- Training for devices and language systems (you can earn ASHA CEUs)
- Implementation strategies and resources • Answers to all your AAC questions!



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Table of Contents

This planning guide has been designed to help you introduce emergent literacy activities to students from 3rd grade through high school who are using speech generating devices (SGD). You will learn how to:

- Provide “Book Tastings” in order to help 10 them select which book to read.
- Model 15 target words and combine them into short phrases while reading the selected book.
- Provide shared writing opportunities.
- Offer students time for independent, self-selected reading to allow for individual preferences for different types of books.

There are smart charts to help you learn where the words are located in the speech generating device as well as websites related to the book selection for the month.

Watch as communication and literacy skills grow!

Throughout the Planner you’ll hear from some of our PRC-Salttillo Ambassadors. These are individuals who actively use our communication systems. You’ll learn what reading means to them and find helpful tips for reading with your AAC communicator.

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Getting Started: Why a book Club?

This year's PRC Literacy Planner is designed to help you create reading experiences for emergent communicators using AAC. Resources have been developed for individuals from 3rd grade through high school.

- Creating a book club not only offers opportunities to provide instruction in reading and writing, but also social communication as the group shares the common experience of reading the book together.
- Part of the shared social experience includes:
 - Learning to make choices by voting on the book for each month.
 - Discussing the characters, setting, and central themes of the book to increase comprehension.
 - Making connections from the text to familiar situations.
 - Offering the opportunity for perspective-taking from different characters' point of view.
 - Participating in a book club is a social experience that many people can relate to and can help build friendships.

Through exposure to different types of book genres, including mysteries, science fiction, fantasy, and coming-of-age stories, we can provide our emergent readers who use AAC the chance to find out which type of stories they enjoy.



I was in third grade when I learned how to read. Reading calms me down before bedtime. I listen to books on Alexa. Reading has helped me with getting through school, reading important information, emails, and reading social media. My favorite book is "Out of My Mind" by Sharon Draper. Students need to learn how to read because it's in our daily life. The younger the child is, the easier they will learn.

Christine Rose Horn

A PRC-Salttillo Ambassador who uses an Accent 1400 with Unity 84 vocabulary.

Getting Started With your Book Club

- Read about the Resources to get you going.
- Meet our Consultants and ask any questions about our language systems or devices.
- Get familiar with AAC and Literacy Terms.
- See the Book Selection List with descriptions, suggested common core standards for the classroom and online resources.
- Find out how to choose your book-of-the-month.
- Offer book tastings and make your selection.

Before Reading:

- Build Background Knowledge.
- Complete the Book Item Grab Bag.
- Scan the QR codes or links for each book to:
 - Watch a movie trailer or video clips.
 - Use the QR codes/links to go to the book collections on Tar Heel Reader to find books to help build background knowledge.
- Use the Emergent Literacy Shared Reading Plan for ideas to guide your interaction.

Shared Reading

- Scan the QR codes or links to go directly to the book collections on Tar Heel Reader for each book.
- Read the text with the AAC communicator.
- Pause between pages to make comments and ask questions using the Emergent Literacy Shared Reading Plan.
- Model target words using the Smart Charts.

Extension Activities

Write a book review, produce a short video trailer of the book, dress up as a character, or create a slide show about the story.

After Reading: Apply

- Provide alphabet and phonological awareness activities.
- Increase understanding and practice vocabulary by making a Character Trait map.
- Offer independent, self-selected reading opportunities and have students share some of their reading passages with the the class.



How Books Were Selected

Book selections were suggested by a variety of individuals, including: Parents and teenagers using AAC, high school English teachers, reading specialists, special education teachers, and speech-language pathologists. A variety of genres are included with the hope that by learning about different types of books, students will develop their reading preferences. These books are suggestions, but the goal is for you to use the information in this Planner to provide literacy opportunities around books your students enjoy.

Revue the AAC and Literacy Terms in this Planner.

Enlist the help of general education English teachers and collaborate on projects.

Add members to the club – consider typical peers at the same grade level.

Decide when and where your club will meet.

daily or weekly • in the library • in a student lounge • in the classroom • virtual

Forming Your Book Club

- Set up a time of day that will be dedicated to your book club. Will it be in-person or online?
- Dedicated reading instruction time could be daily or a special time each week that is set aside for book club. Determine what fits best into your schedule. It is advised that you read some every day, even for just 15 minutes or so, to keep the students engaged in the story. Build independent, self-selected reading and shared writing throughout daily instruction.
- You can use suggested online digital books or find one from your local library or book seller.

Initial Meeting: Starting a Club

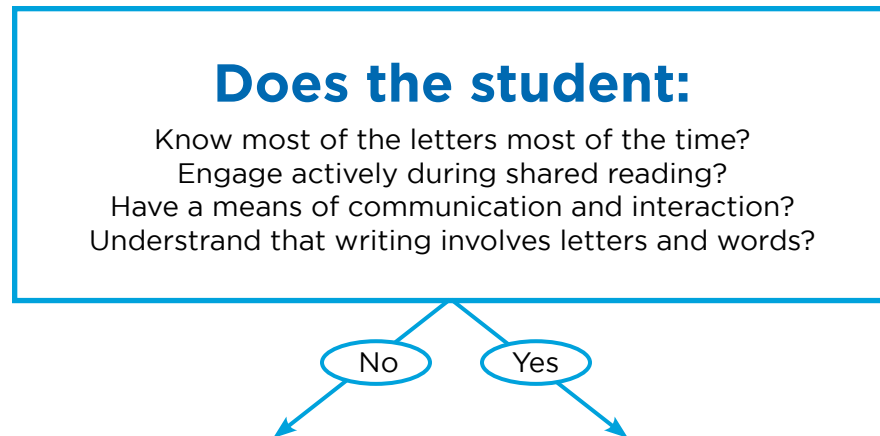
- Talk with club members. Tell them that they will be participating in a book club so that you can read books and explore the characters together.
- Engage them in naming the club. Take suggestions from the group and let them vote on the name. You can use a vote-by-letter approach to build in an alphabet awareness activity (i.e.: students choose “T” for the Tigers, “B” for Book Buddies).
- Let students determine which book to read each month by providing a “book tasting.” Select three of the books from the list. Set up your tasting by following the guidelines in the Getting Ready to Read section. You will offer a brief summary of the book and the characters through a read aloud to the group and/or viewing a book trailer from YouTube. Use the Book Tasting Menu provided in the Resources section for students to review each book.
- Use the Emergent Literacy Shared Reading Plan to help you plan discussion and activities.
- Offer a variety of comprehensive literacy activities throughout the month.
- Learn about your students’ interests and provide independent self-selected reading opportunities.



Can you read these books if you don't start a book club? Absolutely! You can read them with a friend, parent and family members, or others. Use the included resources to help you learn new words and talk about what you are reading.

Where to Start

Think about your student as you answer these four questions. If any of your answers are “no” then begin with daily emergent literacy activities. Answer “yes” to all of these questions and you should provide daily conventional literacy activities.



Daily Emergent Interventions:

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Independent Reading
- Symbol-based Communication (with few exceptions)

Daily Conventional Interventions:

- Guided Reading
- Word Identification and Decoding
- Writing
- Independent Reading
- Communications with symbols + spelling

If you have a class of students at **both the Emergent and Conventional levels**, use the combination of interventions listed below:

- Shared Reading
- Alphabet & Phonological Awareness During Word Identification and Decoding
- Predictable Chart Writing
- Independent Reading
- Independent Writing
- Guided Reading (Conventional Only)
- Writing Instruction (Conventional Only)





AAC and Literacy Definitions

AAC

AAC refers to using a form of communication to supplement or replace spoken and/or written words. AAC may include using signs/gestures, pictures, or an electronic device to help a person share his or her thoughts.

Aided Language Input (Modeling)

Communication partners model (point to/touch symbols) on an AAC system as they are speaking, so that learners experience how their AAC system can be used to communicate.

Alphabet Knowledge

The knowledge of individual letter names, sounds, and shapes.

Alphabet Principle

The idea that letters and groups of letters represent sounds of spoken language.

Alternative Pencil

Nonconventional writing tools and techniques that provide students with access to all 26 letters of the alphabet when they are unable to hold a pencil. This may include a low tech alphabet board or the keyboard of a speech generating device.

Conventional Literacy

Traditional reading and writing that follows the form, content, and use of standard conventions.



Emergent Literacy

The actions, understandings, and misunderstandings of a learner as he experiences print creation or use. It includes the activities experienced before a learner is a conventional reader/writer.

Independent or Self-Directed Reading

A time for students to explore and read books of their own choosing independently at their level.

Inner Voice

The inner voice we use when reading silently that allows us to hold words in our working memory and process the text we read. AAC users may need help developing this strategy for use in silent reading.

Phonological Awareness

The ability to hear and manipulate sounds in oral language, such as rhyming, counting syllables in words (does not include print awareness).

Phonemic Awareness

The ability to hear and manipulate individual sounds in words.

Phonics

Helps beginning readers understand how letters are linked to sounds to form letter-sound correspondence and spelling patterns.

Shared Reading

An interactive reading experience for those learning to read and communicate at the same time. Adult reads the text and encourages communication by supporting the emergent reader with communication and meaning-making.

Shared Writing

An adult acts as a scribe to write the student's thoughts while modeling the process of writing. Predictable chart writing and dictated writing are forms of shared writing. Using a speech-generating device to recall pre-stored words that are printed/transcribed to a document by either an adult or computer is another example of shared writing.

Accessible Text

Other than traditional print books, there are a lot of resources for accessible text that can be read aloud by text reading software or apps. You can also find text that has been summarized to provide the main themes of the book. This offers the emergent reader using AAC access to the primary information of the book in modified texts that can be more easily understood and discussed.

Emergent Literacy: Students learning to communicate and learning to read at the same time with emphasis on interaction.

Dynamic Learning Maps Professional Development (dlmpd.com/exemplar-text-supports)

A collection of free Exemplar Text Supports for Grades 1-12 on Tar Heel Reader – examples by grade band.

Tar Heel Reader (tarheelreader.org)

A free online collection of easy-to-read, accessible books for anyone that can provide speech feedback and be accessed on a computer or tablet with switches or touch. You can also write and upload your own stories. There are links to Tar Heel Reader Collections for all of the stories in this Planner.

Conventional Literacy: Students ready for more conventional reading experiences, such as thinking about the text, making meaning from it with emphasis on thinking, word identification, and making words with letters. There is less emphasis on interaction during reading and more on listening and thinking about what you hear.

Resources in this Planner are designed with emergent readers in mind. You may have a mix of readers in your group, or your student may be transitioning to conventional reading and need different supports. Here are great options for text for conventional readers. Everyone gets the basic concepts from the story in the format that meets their needs. Check out the free digital text resources below for conventional readers with a qualifying print disability.

Learning Ally (learningally.org)

A free online library of audio books that use human-narrated voices designed for qualified individuals who are blind/low vision, have a reading deficit, or other physical disability. See the website for details.

Bookshare (bookshare.org)

A free accessible online library for qualifying individuals with diagnosed print disabilities. View site for details.



To learn more, visit **Literacy Instruction for Students with Significant Needs**.

EMPOWERING TODAY, INSPIRING TOMORROW.



Getting Started Book List

Instead of assigning each book to a specific month, the book club approach gives decisions about which book to read and when to the group. Use the Book Tasting process to guide your readers into making their selections for the month. Not part of a book club? You can still use the book tastings to decide which book you want to read.

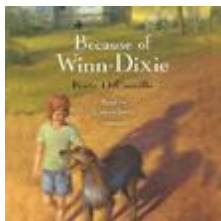


Anne of Green Gables Lucy Maud Montgomery

Anne is a spirited young girl who is sent to live with Marilla and Mathew Cuthbert, an elderly brother and sister, during the turn of the 20th century. They live in a small town on Prince Edward Island in Canada. She learns life lessons through her many adventures.

he, she, they, help, like, live, put, read, not, happy, bad, in, that, hair, house

Genre Coming-of-Age **CCSS.ELA-LITERACY RL.5.3, RL.6.3, RL.7.3**

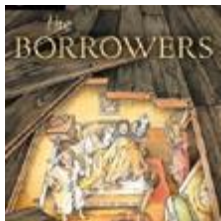


Because of Winn-Dixie Kate DiCamillo

Opal, a lonely 10-year-old, spends her summer with her new-found dog, Winn-Dixie. See how she deals with loneliness, makes new friends of all ages, and grows closer to her father, the Preacher.

he, she, it, like, make, keep, play, work, bad, loud, lonely, happy, where, dog, friend

Genre Realistic Fiction **CCSS.ELA-LITERACY SL.3.1.D, SL.4.1.D, SL.5.1.D**



The Borrowers Mary Norton

Pod, Homily, and Arrietty Clock are a family of tiny people living in a clock in an old house. They borrow what they need from the humans living in the house, including postage stamps for wall posters, and use doll furniture as their own. They wonder if they will stay safe once discovered by a human boy living in the house.

he, she, borrow or take, go, look, lost, worry, write, big, little, real, clock, cup, things, outside

Genre Fantasy **CCSS.ELA-LITERACY.RL.3.3, RL.4.3, RL.5.3**



Charlotte's Web E.B. White

Wilbur, born the runt of the litter, is saved by Fern, the farmer's daughter. He befriends Charlotte, a spider, who saves Wilbur's life with her wordy spider webs. Wilbur makes lots of friends in the process as Fern grows up.

he, his, she, hers, go, help, like, make, write, bad, good, special, pig, spider, web

Genre Coming of Age, Animals **CCSS.ELA-LITERACY.SL.4.1.C, SL.5.1.C, SL.6.1.C**

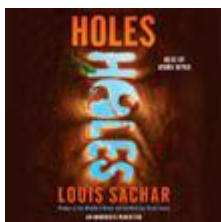


Escape from Mr. Lemoncello's Library Chris Grabenstein

Kyle, a 12-year-old game-lover, and a group of other children spend the night in Mr. Lemoncello's new library. Like no other library, the characters in stories come to life to share clues with the children. They play games to find clues that will lead them to the escape route out of the building. The winner will be the spokesperson for billionaire Mr. Lemoncello's games and gadgets.

he, she, it, they, find, go, get, look, read, in, out, let's, what, where, library

Genre Mystery **CCSS.ELA-LITERACY.RL.5.2, R.L.6.3, R.L.7.3**



Holes Louis Sachar

Stanley is a young boy in the wrong place at the wrong time. He is accused of stealing sneakers from a charity and ends up at a juvenile corrections camp in a desert in Texas. The story involves his survival, escape, and events from his ancestors that may have impacted the outcome.

he, she, it, dig, help, look, find, take, work, hot, thirsty, mean, hard, shovel, water

Genre Adventure and Magical Realism **CCSS.ELA-LITERACY. R.L.6.3, RL.7.3, R.L.8.3**

empower

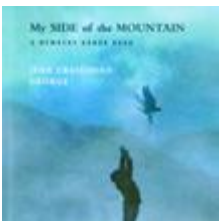


Little Women Louisa May Alcott

This story follows the lives of the four March sisters, Meg, Jo, Beth, and Amy as they grow up. It takes place during the Civil War. The girls each have their own personality and role in the family. They face hardships and celebrations with each other.

she, her, they, help, write, play, need, worry, trouble, sick, sad, happy, together, more, when

Genre Coming of age and realistic fiction **CCSS.ELA-LITERACY.RL.6.3, RL.7.2, RL.8.2**



My Side of the Mountain Jean Craighead George

Sam, a young city boy from New York City, runs away from home and survives in the wilderness alone. He makes a house in an old tree and learns to live off the land.

he, his, it, find, hunt, live, make, cold, In, out, bird, mountain, tree, who, food

Genre Adventure **CCSS.ELA-LITERACY.SL.6.1.C, SL.7.1.C, C,SL.8.1.C**

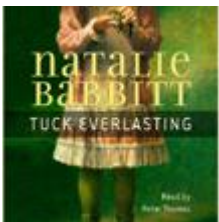


The One and Only Ivan Katherine Applegate

A gorilla named Ivan lives with a few other animals in Exit 8 Big Top Mall and Video Arcade. Ivan has a couple of friends, but is lonely. He wonders what his purpose is in the world. The attraction is losing money so the owner brings in a new baby elephant. Ivan makes a promise and finds his purpose.

he, she, it, color, get, hurt, mean, watch, want, happy, sad, art, banana, friend, out

Genre Fantasy, Animals **CCSS.ELA-LITERACY. RL.5.6, RL.6.6, RL.7.6**



Tuck Everlasting Natalie Babbitt

Winnie Foster, a young girl thinking about her life and future, meets an unusual family. Due to a strange event, the Tuck family never ages. They go through life never changing. Winnie learns about life, growing, and changing.

he, she, they, come, drink, grow, listen, look, tell, not, again, same, old, water, up

Genre Fantasy **CCSS.ELA-LITERACY.RL.6.2, RL.7.2, RL.8.2**

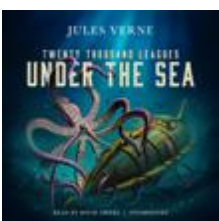


A Wrinkle In Time Madeleine L'Engle

Meg Murray, her little brother Charles Wallace, and friend Calvin travel to save Mr. Murray from evil forces on another planet.

he, she, they, feel, find, love, save, travel, same, bad, not, where, dad, glasses ,space

Genre Science Fiction Fantasy **CCSS.ELA-LITERACY.RL.6.7, RL.7.7, RL.8.7**



20,000 Leagues Under the Sea Jules Verne

Pierre Aronnax, his servant Conseil, and whale-hunter Ned Land join the hunt for a mysterious sea monster in 1886. They end up on Captain Nemo's submarine, the Nautilus, the technological marvel of the day. It is mistaken for the sea monster. While captives aboard the Nautilus, the men have many adventures exploring the world under the sea.

he, we, go, help, leave, look, wants, large, not, this, top, under, yikes, ocean, submarine

Genre Adventure, science fiction **CCSS.ELA-LITERACY.RL.8.3**

teach



Why have a Book Tasting?

To provide a preview of three different books in order to help students choose which book to read this month.

Setup

Make it fun! Set up a restaurant theme with a tablecloth, paper plates, battery candles, and the Book Tasting Menu for each student. The Menu could also be presented on a computer so the students can use their speech generating device to write their responses.



BEFORE

Tell your students that you will listen to three minutes of three different books.

After listening to part of a book, stop and talk about the characters and what the book will be about. Then each student gets a chance to say what he thinks about the book; if it sounds GOOD, just OKAY, or if it is NOT MY FAVORITE."

DURING

Show the cover and read the title and author. Ask the group to make predictions about what the book may be about. Read for about three minutes.

Use a book for background knowledge from Tar Heel Reader, a digital form of the book, or a book trailer on YouTube to provide a brief introduction to the theme of the story. Either watch a short video or read about three minutes of the first chapter/section of the story.

AFTER

When finished previewing the selection, ask the students to fill out their Book Tasting Menu by sharing what they think about the story.

Choose the Menu based on your students' language system, or use the blank template and let them use words from their communication system to tell what they think. Staff can circle the word on the Menu based on the student's opinions expressed on his communication device or other method. Each student shares his review with the group.

Book Tasting How does it work?

How it works

1. Complete the book tasting with three books.
2. Students use their Menu to rate the books.
3. The group counts up the results and finds out which book they will be reading this month.

And our book for the month is...

Book Tasting LAMP WFL B4 Full

Book Tasting Menu

We will "taste" a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read first.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
Good	Good	Good
Okay	Okay	Okay
Not my favorite	Not my favorite	Not my favorite

Book Tasting

Book Tasting Results

As each student reads his review, add a mark to the correct box. When everyone has finished, count up the marks. This will be the book selection for this month.

Book Title 1			Book Title 2			Book Title 3		
Anne of...			The Borrowers			One and Only...		
Good	Okay	Not Favorite	Good	Okay	Not Favorite	Good	Okay	Not Favorite
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
Total	Total	Total	Total	Total	Total	Total	Total	Total
5	3	2	3	4	2	6	4	

Book Tasting Results • 98

Choose the Book Tasting Menu based on the AAC Communicator's language system, or use the blank template for those who want to use their own words to tell what they think about each book. Menus are found in the Resource section.

Book Tasting Blank Template

Blank Book Tasting Menu

We will "taste" a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read first.

Use this version for those who want to share their own ideas.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
It's good because:	It's good because:	It's good because:
It's just okay because:	It's just okay because:	It's just okay because:
It's not my favorite because:	It's not my favorite because:	It's not my favorite because:

97 • Book Tasting Blank Template

Ready to Read

Now that you've selected your book for the month, here is how to get started. You can download the books from Tar Heel Reader in PowerPoint and print to make a Teacher's Edition of the book. Share the link on Tar Heel Reader so families can enjoy the books on a computer or tablet at home. You can also send the printed version home with the students for use offline.

Before Reading: Build Background Knowledge

Preview the concepts and objects in the book to help build background knowledge. Completing these activities before each book chapter summary section may help increase understanding for some students.

- **Book Item Grab Bag activity** Place items or pictures of items that are found in the story in the bag and let students take turns pulling one out. Use the Book Bag Grab worksheet to describe the items. Leave the section about who used the item blank. That can be information you will look for as you read the story. You will return to this worksheet to add it in. See the suggested items to get you started. Feel free to add other items from the book.
- **Watch a movie trailer or short video** Many of the books have also been made into movies. You can watch the movie trailers on YouTube to introduce characters and build excitement for reading the story. Even if you watch it during your Book Tasting, you can watch it again as a preview before you read the book. You can show other videos that you like to support book concepts. Preview any videos before sharing with students.
- **Read concept books on Tar Heel Reader** There are many additional books on Tar Heel Reader that discuss the characters, setting, or plot from our book selections, or you may find other books that support the topic, such as gorillas or digging. Preview any books before sharing with students.

During Reading

The books on **Tar Heel Reader** (tarheelreader.org) provide access to the content of the stories. The goal of emergent literacy is not to decode or read words, but it is to learn about reading through interaction and communication. Each book has 15 target words for adults to model during shared reading. Many of the words are repeated across the books to allow for practice in different activities. Smart charts with the icon sequences, as well as examples of two and three words phrases to model, are included. Use the handy **Emergent Literacy Shared Reading Plan** for each book to help you get started. Plan your activities for additional chapters of the books, as well as books of your own choosing, by using the blank template provided.

After Reading: Apply what you learn

Provide alphabet and phonological awareness activities using letters and sounds from words in the stories. Offer a shared writing activity, such as completing a character trait chart. Help students discover what type of stories they enjoy! Let students independently choose books from a variety of sources: school/class library, Tar Heel Reader, online digital book platforms, such as Epic (www.getepic.com), Bookshare (Bookshare.org), Learning Ally (learningally.com)

Ready to Read

Before Reading: Build Background Knowledge

1. Identify items that will be featured in the book and place in a bag (you can use photos too).
2. Take turns passing the bag and having students take out an item.
3. Discuss the item using descriptive words from the speech generating device.
4. Complete the Book Item Grab Bag Activity worksheet. Leave the "who" section blank.

During Reading

1. Remind students what they learned about the items.
2. Review the Book Item Grab Bag worksheet and talk about the items.

After Reading: Apply What You Learned

1. Review the handout.
2. Discuss items and add in the character who used the item in the story.

Book Item Grab Bag

Take an item from the Book Item Grab Bag. Talk about the item and fill in the worksheet. Leave the section for WHO used it in the book blank; you will return to complete this part after you read about the item in the story.

Grab Bag Worksheet

Book Item Grab Bag

Directions Take an item from the book grab bag. Think about how the item was used in the story and fill out the boxes below.

Book Title: **Holes by Louis Sacher**

What is it **called**?

A Shovel

What does it **look** like?

Color: **Gray**

Shape: **Square**

Size: **Big**

What do you **do** with it?

Hard Work

Who used it in the book?

Fill in after reading the book

What else do I know?

Dad

Where would I find it?

A store or garage

What is it **made** out of?

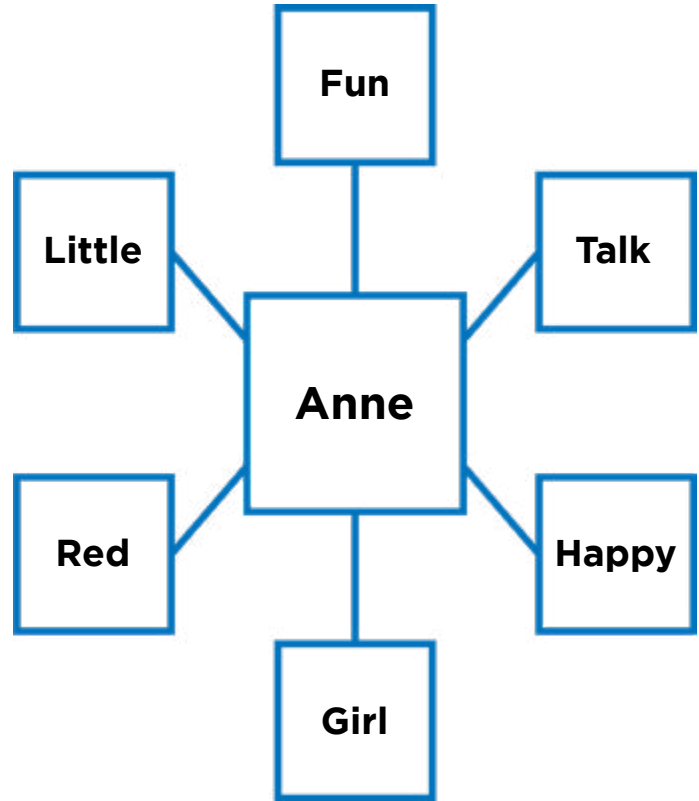
Metal

Grab Bag Worksheet

17 • Grab Bag

After Reading: Apply what you learned using the vocabulary to create a Character Trait Map

- Write the character's name and add a photo if you like in the middle of the worksheet.
- Students use their speech generating devices to give a word that tells about the character.
- Use Google Docs with Voice Typing to have the speech output translated to text. An Accent device can also be connected to the computer, or an adult can write in the name.
- You can complete this as a group activity on an interactive whiteboard or as an online activity.
- Students can put their Character Trait Maps in a slide to create a class presentation to share.



After Reading: Apply what you learned by increasing knowledge of alphabet letters and sounds.

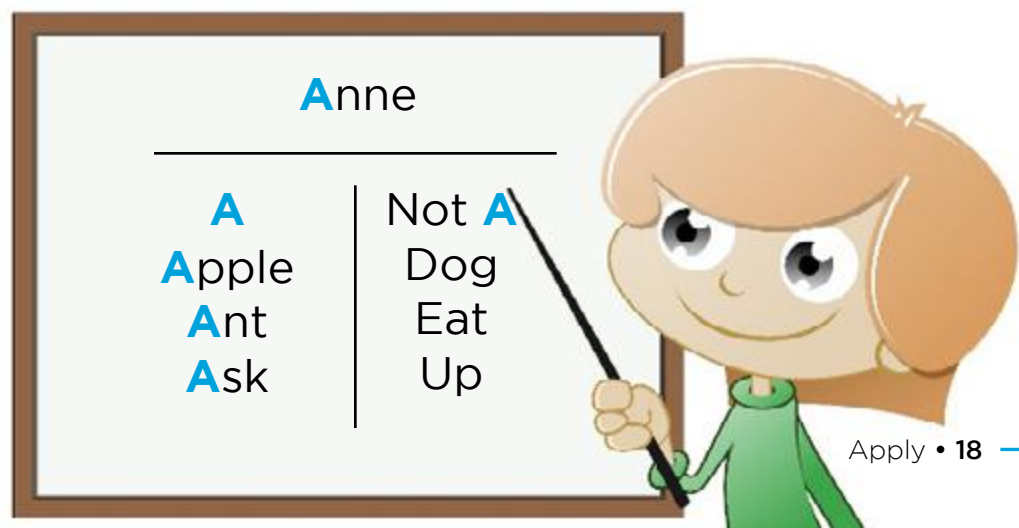
Use combinations of these activities monthly while discussing the books students are reading.

Choose two letters for the day. Look for these letters in print form; in text of books, writings, signs, student printed names.

Clap (or pound, nod your head, blink) Count the number of syllables in the vocabulary word from the story (character, setting, items).

Words I Know Pick a letter or sound from the beginning of a word in the story, for example: short “a” sound or the letter A for Anne. Ask the students to think of words they know that begin with these sounds/letters and write them in a chart for all to see. If they offer a word that doesn’t begin with the target sound, write it in the column entitled “Not A.” Circle all of the target letters.

How many words can I make from vocabulary words from the story? For example, I can borrow letters from the words in the story and make new words.



After Reading: Provide independent, self-selected reading

Students need time to explore and read books as independently as they can at their own level. The goal of independent, self-directed reading is for students to view themselves as independent and competent readers. We can also teach the idea of using an “inner voice” when reading by modeling silent reading. Inner voice is important to help emergent AAC readers learn to read silently. We can model this by using “think alouds” as we read.

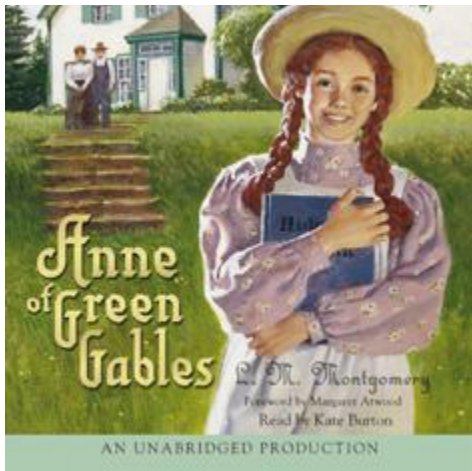
What does this look like?

- Students select and read their own selected texts in media forms that meet their needs (print, audio, digital).
- The teacher meets with the students to observe their interactions with the books and make sure supports are in place. The teacher may read aloud portions of the text or listen to audio versions of the text with the student. Sharing thoughts and opinions about the text can help build comprehension.
- Students share weekly with peers about what they are reading. By not waiting until they have finished their books, we support comprehension. Talking and sharing about what they are reading may help them better understand the content and lets them use the vocabulary they are learning on the speech-generating device. If not using the book club format, share with family or friends (either in person or online).
- Offer students the chance to wear a “Reader’s Crown” when it is their turn to share what they are reading with others.



empower





L.M. MONTGOMERY

Anne of Green Gables



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items: red wig, flowers, liniment (cream with a menthol smell), pin/brooch, small chalkboard.
- Watch the movie trailer linked above.

During Reading: Read the stories

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **A** in the story/writing activities (Anne begins with the letter **A**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

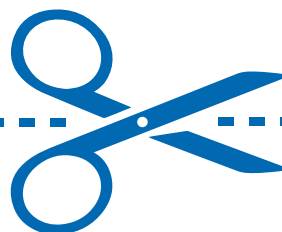
- Talk about students who have the short “a” sound in their names (“Anne starts with the “a” sound”).
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map to describe characters from the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



When using a photo for the Book Item Grab Bag, cut around the shape of the item so that it more closely resembles the shape of it instead of leaving a border.



L.M. MONTGOMERY



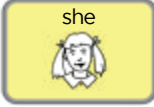
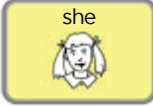








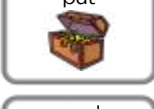



Anne of Green Gables

SMART CHARTS • LAMP WFL 84 Full

Try modeling the phrases in the charts below when talking about the story.

they live	they live house	not that	not put that	they happy	they happy
he/she like	he/she like that	hair bad	that hair bad	not like	he/she like that
he/she not	he/she not like	she sick	she help sick	in house	live in house
put in	put in bad	like read	she like read	she help	she help house

LAMP WFL 84 Full

he		
she		
they		
like		
help		
live		
put		
read		

LAMP WFL 84 Full

not		
happy		
bad		
in		
that		
hair		
house		

Anne of Green Gables

SMART CHARTS • UNITY 84 Sequenced

Try modeling the phrases in the charts below when talking about the story.

they live	they live house	not that	not put that	they happy	they happy
he/she like	he/she like that	hair bad	that hair bad	not like	he/she like that
he/she not	he/she not like	she sick	she help sick	in house	live in house
put in	put in bad	like read	she like read	she help	she help house

Unity 84 Sequenced

he		he	
she		she	
they		they	
like		like	
help		help	
live		live	
put		put	
read		read	

Unity 84 Sequenced

not		not			
happy		happy			
bad		bad			
in		in			
that		that			
hair		COMB		hair	
house		house			

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>"We're going to watch a short video about our book."</p> <p>"Then, we'll read some short stories to learn more about the story."</p>	<p>Anne is a GIRL. SHE lived a long time ago. SHE does NOT LIKE her red hair.</p> <p>I wonder what she does LIKE. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is Anne of Green Gables."	Make a comment: SHE is a GIRL who lived a long time ago.
Point to author.	Read the names: "This book was written by Lucy L. Montgomery."	
Point to the picture on the cover/chapter summary.	Make a comment.	SHE has red hair.
Point to pictures clues.	Ask a question.	What do you think SHE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter A throughout the story.	SHE has the letter A in her name. HELP me find the letter A in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students see the red wig.	Her HAIR is red. SHE does NOT LIKE it.
Point to pictures.	Comment on what is happening.	HE is going to the train station.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	Anne wants to LIVE here. How do you think SHE will feel if THEY don't let her stay?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to make it personal.	THEY were sad because Anne was not a boy. What makes you sad?
Stop and talk about what you just read–pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder if THEY will let her stay.
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	What does SHE think about her red HAIR ?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to get your students' opinion.	Do you think THEY should let her LIVE with them?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

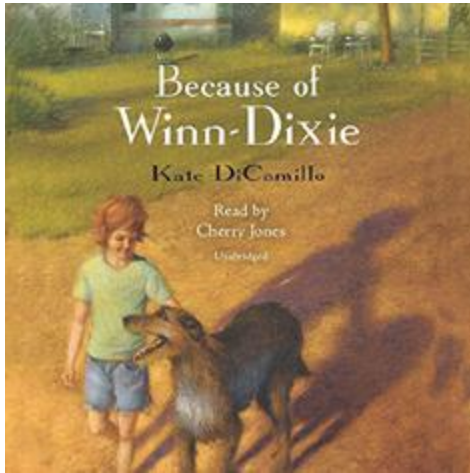
Review the chapter.	Summarize the elements of today's reading.	THEY thought a boy was coming to LIVE with them. Anne came instead. SHE wants to LIVE with them. Anne was NOT HAPPY at the last HOUSE she lived in. SHE does NOT LIKE her red HAIR . SHE hopes she gets to LIVE with them.
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Anne's name starts with the "a" sound. Let's think of other words that start with the "a" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does apple start with the "a" sound? Does bus start with the "a" sound?"	<div> "a" apple ant ask </div> <div> NOT "a" bus shoe </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	"Remember when we first learned about Anne? We looked at some objects from the story. Here is the red hair."	SHE does NOT LIKE her red HAIR . We will write Anne's name here because SHE does NOT LIKE her red HAIR .

Independent, Self-Selected Reading and Shared Writing

Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books. Find books from: Tar Heel Reader Bookshare Learning Ally Other _____	Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device. The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.	"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn." The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.
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WE BELIEVE EVERYONE DESERVES A VOICE.





KATE DICAMILLO

Because of Winn Dixie



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: Dog collar/leash, book, notebook with paper, hard candy, broom.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **O** in the story/writing activities (Opal begins with the letter **O**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Find students who have the long “o” in their names.
- Count syllables in words: O-pal, Prea-cher, Li-brar-i-an.
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Create a Character Trait Map to describe characters from the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



I was 6 or 7 when I learned to read. Students should learn to read because it gives them many more opportunities, and it increases their quality of life. Reading makes me feel like I’ve satisfied my curiosity. Reading has given me access to information that I wouldn’t have otherwise. My favorite book is Animal Farm.

Lance McLemore

A PRC-Salttillo Ambassador who uses LAMP Words for Life on anAccent 1000.

KATE DICAMILLO

Because of Winn Dixie

SMART CHARTS • LAMP WFL 84 Full

Try modeling the phrases in the charts below when talking about the story.

she play	she play lonely	make friend	she make friend	where dog?	where keep dog?
keep dog	she keep dog	she work	she work it	she make	she make it
like dog	he/she like dog	dog loud	dog make loud	it make	it make loud
she play	she play dog	dad like	dad like dog		

LAMP WFL 84 Full

he	he	he
she	she	she
it	it	it
keep	keep	keep
like	like	like
make	make	make
play	play	play
work	work	work

LAMP WFL 84 Full

happy	feel	happy	
lonely	feel	lonely	
loud	hear	LOUD	loud
where	what ?	where	
friend	follow	friend	
dad	all	dad	
dog	come	PET/FARM	dog









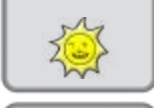







Because of Winn Dixie

SMART CHARTS • UNITY 84 Sequenced







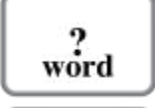








Try modeling the phrases in the charts below when talking about the story.

she play	she play lonely	make friend	she make friend	where dog?	where keep dog?
keep dog	she keep dog	she work	she work it	she make	she make it
like dog	he/she like dog	dog loud	dog make loud	it make	it make loud
she play	she play dog	dad like	dad like dog		

Unity 84 Sequenced

he		he	
she		she	
it		it	
keep		KEEP	
like		like	
make		make	
play		play	
work		work	

Unity 84 Sequenced

happy		happy	
lonely		FEELINGS	
loud		LOUD	
where		where	
friend		PEOPLE	
dad		dad	
dog		PETS	
		dog	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>"We're going to watch a short video about our book. "</p> <p>"Then, we'll read some short stories to learn more about the story."</p>	<p>Opal wants to KEEP the DOG. Her DAD said they could KEEP IT.</p> <p>I wonder what will happen. (pause to invite students to guess).</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is Because of Winn-Dixie."	Make a comment: I wonder who Winn-Dixie is.
Point to author.	Read the names: "This book was written by Kate DiCamillo."	
Point to the picture on the cover/chapter summary.	Make a comment.	SHE has a DOG .
Point to pictures clues.	Ask a question.	What do you think SHE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter O throughout the story.	SHE has the letter O in her name. WHERE is the letter O in our story?
Remind students of the objects in the book grab bag when they appear in the story.	Example: Show the students the paper and pencil.	SHE wants to MAKE a list. SHE wants to KEEP it to remember her Mom.
Point to pictures.	Comment on what is happening.	The DOG does not LIKE to be alone. IT is LOUD .
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think SHE feels about getting to KEEP Winn-Dixie?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	What pets do you have? (pause for response) Is IT LOUD ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what IT will do now.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	Who told Opal she could KEEP the DOG ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What would you do if the DOG was too LOUD ? (pause for response)

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

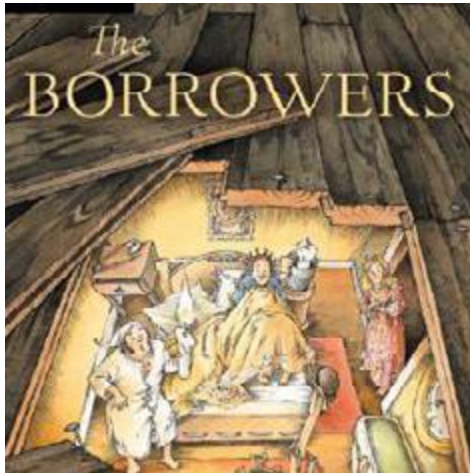
Review the chapter.	Summarize the elements of today's reading.	Opal saw the DOG in the store. Her DAD told her SHE could KEEP IT . SHE was very HAPPY . SHE named it Winn-Dixie. The DOG does not LIKE to be alone. It gets very LOUD . Her DAD took Winn-Dixie in the church and they were all HAPPY . Opal has a new FRIEND in the DOG .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Winn-Dixie is a dog. Dog starts with the "d" sound. Let's think of other words that start with the "d" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does door start with the "d" sound? Does bus start with the "d" sound?	<div> "d" door donut deer </div> <div> NOT "d" bus shoe </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about this story? We looked at some objects from the story. Here is the paper we did about the paper and pencil.	Who used the paper and pencil? SHE did. SHE wanted to KEEP a list of things to remember about her Mom. We'll write Opal's name here in the middle.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other_____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Learn





MARY NORTON

The Borrowers



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: teacup/doll furniture, pencil, diary, sack, letter.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **B** in the story/writing activities (Borrowers starts with the letter **B**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Find students who have the “b” sound in their names (“Borrowers begins with the “b” sound”).
- Count syllables in words: pen-cil, tea-cup, bor-row.
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



What to do when you don’t have the exact word you want to use.

If a vocabulary word isn’t in your language system you may be able to think of a different word that conveys a similar concept. For example, if you don’t have the word “borrow” you could model the word “take”. If you don’t have the word “spin”, you could say “turn”. Don’t get stuck if you can’t find the exact word you want; it’s important that our AAC communicators learn about lots of different types of words.

MARY NORTON



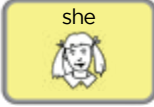
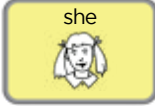



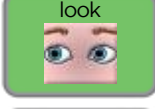

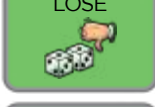





The Borrowers

SMART CHARTS • LAMP WFL 84 Full



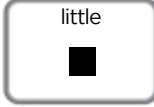

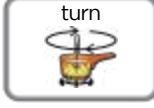

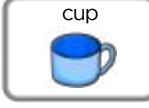


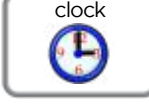






Try modeling the phrases in the charts below when talking about the story.

take things	go take things	look cup	he look cup	he/she look	he/she look out
he/she go	he/she go up	afraid outside	she afraid outside	big/little things	take big/little things
she write	she write it	lost things	she lost things	things go	things go lost
go outside	she go outside	go outside	go outside clock	real things	take real things

LAMP WFL 84 Full

he			
she			
go			
look			
lost			
take			
write			

LAMP WFL 84 Full

big			
little			
cup			
clock			
real			
outside			
afraid			






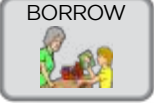



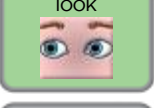

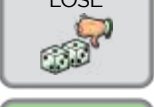


The Borrowers

SMART CHARTS • UNITY 84 Sequenced










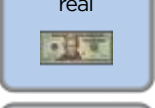






Try modeling the phrases in the charts below when talking about the story.

take things	go take things	look cup	he look cup	he/she look	he/she look out
he/she go	he/she go up	afraid outside	she afraid outside	big/little things	take big/little things
she write	she write it	lost things	she lost things	things go	things go lost
go outside	she go outside	go outside	go outside clock	real things	take real things

Unity 84 Sequenced

he		he	
she		she	
borrow		BORROW	
go		go	
look		look	
lost		LOSE	
write		write	

Unity 84 Sequenced

big		big	
little		little	
clock		TIME	
cup		cup	
real		real	
outside		outside	
things		things	
worry		WORRY	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>Let's LOOK for the LITTLE people. They BORROW THINGS.</p> <p>I wonder what will happen. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is The Borrowers."	Make a comment: It is about LITTLE people. They BORROW THINGS from the rest of us.
Point to author.	Read the names: "This book was written by Mary Norton."	
Point to the picture on the cover/chapter summary.	Make a comment.	They LOOK so LITTLE .
Point to pictures clues.	Ask a question.	What do you think SHE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter B throughout the story.	They are called borrowers because they BORROW THINGS . Let's LOOK for the letter B in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Show the students the teacup.	Remember the teacup we talked about? HE wants to LOOK for one. HE wants to BORROW it.
Point to pictures.	Comment on what is happening.	SHE likes to WRITE . SHE wants to GO OUTSIDE .
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think SHE feels when she can't GO OUTSIDE ?
Stop and talk about what you just read—pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever LOST something?
Stop and talk about what you just read—pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what HE will do now.
Stop and talk about what you just read—pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	Are the borrowers BIG or LITTLE ?
Stop and talk about what you just read—pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be like to be so LITTLE ?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

Review the chapter.	Summarize the elements of today's reading.	The borrowers are LITTLE people who BORROW THINGS from us. If you think you LOST something, the borrowers may have it. Arrietty wants to GO OUTSIDE , but her parents WORRY about her. SHE likes to WRITE in her diary. Her dad went to borrow a CUP and a boy saw him. Arrietty wants to go BORROW THINGS .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	This family likes to borrow things. Borrow starts with the "b" sound Let's think of other words that start with the "b" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does bus start with the "b" sound? Does dog start with the "b" sound?	<div> "b" big bus ball </div> <div> NOT "b" dog car </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about this story? We looked at some objects from the story. Here is the paper we did about the teacup.	Who found the teacup? HE did. HE went to LOOK for a CUP . Homily, the mom, asked him to GO BORROW it. We can write Podd's name in the middle since HE went to BORROW the CUP .

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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inspire





E.B. WHITE

Charlotte's Web



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: baby bottle, spider web, pig, plastic egg, medal/ribbon.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **W** in the story/writing activities (Wilbur's name starts with **W**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for the letter W in the story/writing activities.
- Find students who have the "w" sound in their names.
- Pick two letter sounds each day and have students clap when they hear that letter during the read-aloud.
- Play Words I Know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student's self-selected book to the class.
- Take turns sharing the students' independent reading projects to the group.
- Student can wear the Reader's Crown when his independent, self-selected text is shared.



I feel excited and ecstatic when I read since I am a word junky. Literacy has empowered me to be a productive, independent, and autonomous adult in society. Also, literacy has supported me with earning my master's degree.

Stephanie Faso

A PRC-Salttillo Ambassador who uses an Accent with Unity 144 sequenced vocabulary.

E.B. WHITE

Charlotte's Web

SMART CHARTS • LAMP WFL 84 Full



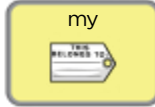






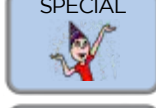
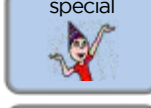


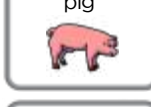
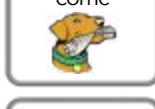

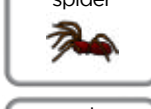



Try modeling the phrases in the charts below when talking about the story.

he/she go	he/she go help	her pig	her pig special	make web	she make web
her pig	her pig go	good spider	good spider web	her web	her web help
spider write	spider write web	she special	she special spider	he like	he like spider
like her	he like her	he special	he special pig		

LAMP WFL 84 Full

he		
his		
she		
her		
go		
make		
like		

LAMP WFL 84 Full

help			
write			
bad			
good			
special			
pig			
spider			
web			

E.B. WHITE















Charlotte's Web

SMART CHARTS • UNITY 84 Sequenced










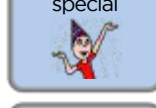






Try modeling the phrases in the charts below when talking about the story.

he/she go	he/she go help	her pig	her pig special	make web	she make web
her pig	her pig go	good spider	good spider web	her web	her web help
spider write	spider write web	she special	she special spider	he like	he like spider
like her	he like her	he special	he special pig		

Unity 84 Sequenced

he		he	
his		his	
she		she	
her		her	
go		go	
make		make	
like		like	

Unity 84 Sequenced

help		help	
write		write	
bad		bad	
good		good	
special		special	
pig		FARM ANIMALS	
spider		INSECTS	
web		ANIMAL HOMES	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>Fern has a SPECIAL PIG named Wilbur. SHE wants to HELP him.</p> <p>I wonder what she will do to help him. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is Charlotte's Web."	Make a comment: I wonder who Charlotte is.
Point to author.	Read the name: "This book was written by E.B. White."	
Point to the picture on the cover/chapter summary.	Make a comment.	Here SHE is with HER PIG .
Point to pictures clues.	Ask a question.	What do you think SHE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter P throughout the story.	Wilbur is a PIG . PIG starts with the letter P . Let's find other words that have the letter P in them.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Show the students the baby bottle.	Wilbur was a baby PIG . SHE wanted to HELP him. SHE gave him milk from a baby bottle.
Point to pictures.	Comment on what is happening.	HE has to GO live on another farm.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How does Fern feel about HER PIG ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Wilbur is LIKE her pet. Do you have any pets?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what HE will do after HE gets out of the fence.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	What is Charlotte?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be LIKE to have a pet PIG ?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

Review the chapter.	Summarize the elements of today's reading.	Fern got to SAVE the PIG . SHE named him Wilbur. SHE fed him milk with a baby bottle. HE had to GO live on HER Uncle's farm. HE met lots of animals. One of HIS new friends is Charlotte, a SPIDER .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Wilbur is a pig. Pig starts with the "p" sound. Let's think of other words that start with the "p" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does pie start with the "p" sound? Does bus start with the "p" sound?	<div> <p>"p"</p> <p>pie play pop</p> </div> <div> <p>NOT "p"</p> <p>bus shoe</p> </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about this story? We looked at some objects from the story. Here is the paper we did about the baby bottle.	Who used the bottle in the story? Fern did. SHE used it to feed HER PIG Wilbur. We'll write Fern's name here in the middle because SHE used the bottle in the story.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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excite

or



CHRIS GRABENSTEIN

Escape from Mr. Lemincello's Library



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: paper and pencil, game piece, library card, book, hourglass timer.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **L** in the story/writing activities (Mr. Lemincello's name starts with **L**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for the letter **L** in the story/writing activities.
- Find students who have the "l" sound in their names.
- Use alliteration to match sounds while describing characters.
 - Charles cheats, Kyle keeps looking, Mr. Lemincello laughs, etc.
- Pick two letter sounds each day and have students clap when they hear that letter during the read-aloud.
- Play Words I Know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student's self-selected book to the class.
- Take turns sharing the students' independent reading projects to the group.
- Student can wear the Reader's Crown when his independent, self-selected text is shared.



Expectant Pause and Look Be sure to give plenty of time for your AAC communicator to respond. Patiently pause 5-10 seconds and look at him after you have asked a question or made a comment. Don't require that he answer or repeat your comment/question. Pausing and looking expectantly at him invites him to make comments. If he doesn't make a comment you can model a single word or short phrase on the AAC device and move on to your next activity.

CHRIS GRABENSTEIN



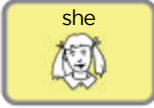
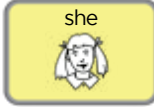





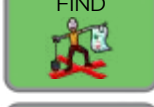
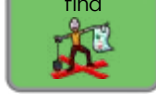
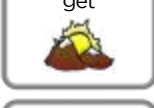
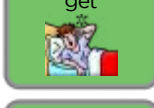



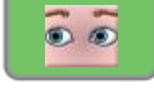
Escape from Mr. Lemincello's Library

SMART CHARTS • LAMP WFL 84 Full





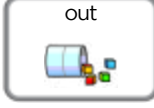
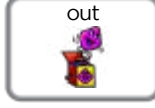


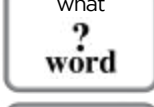

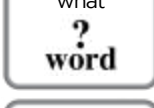



Try modeling the phrases in the charts below when talking about the story.

go library	he/she go library	let's go	let's go in	library out	go out library
he/she read	he/she read it	what find	what he/she find	get out	they get out
they look	they look it	where look	where he/she look	he/she find	he/she find it
find it	find it where	he find out	they find out	what read	what he/she read

LAMP WFL 84 Full

he			
she			
it			
they			
find			
get			
go			
look			

LAMP WFL 84 Full

read		
in		
out		
let's		
what		
where		
library		

CHRIS GRABENSTEIN

Escape from Mr. Lemincello's Library

SMART CHARTS • UNITY 84 Sequenced






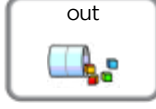





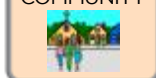
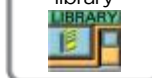
Try modeling the phrases in the charts below when talking about the story.

go library	he/she go library	let's go	let's go in	library out	go out library
he/she read	he/she read it	what find	what he/she find	get out	they get out
they look	they look it	where look	where he/she look	he/she find	he/she find it
find it	find it where	he find out	they find out	what read	what he/she read

Unity 84 Sequenced

he		he	
she		she	
it		it	
they		they	
find		FIND	
get		get	
go		go	
look		look	

Unity 84 Sequenced

read		read	
in		in	
out		out	
let's		let's	
what	? word	what	
where	? word	where	
library		COMMUNITY	
		library	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>Mr. Lemincello built a new LIBRARY. The kids want to GO.</p> <p>I wonder what it will LOOK like. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "Escape from Mr. Lemoncello's Library."	Make a comment: His name starts with the "I" sound just like the word library.
Point to author.	Read the name: "This book was written by Chris Grabenstein."	
Point to the picture on the cover/chapter summary.	Make a comment.	HE is wearing a black hat.
Point to pictures clues.	Ask a question.	What do you think HE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter L throughout the story.	This book is about a LIBRARY . LIBRARY starts with the letter L
Remind students of the objects in the book grab bag when they appear in the story.	Example: Show the students the paper and pencil when it appears in the story.	Kyle wants to GO to the LIBRARY . HE forgot to write his paper at home.
Point to pictures.	Comment on what is happening.	THEY will play games.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How did Kyle feel when HE forgot to write his paper at home?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to make it personal.	What do you GET from the LIBRARY ?
Stop and talk about what you just read–pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what HE will do next.
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	What did Mr. Lemincello build for the town?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be like to GET to sleep IN the LIBRARY ? (pause for response)

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

Review the chapter.	Summarize the elements of today's reading.	THEY have a new LIBRARY . The winners of the contest GET to sleep IN IT. THEY GET to play games and win prizes. Kyle forgot to write his paper at home. HE wrote IT quickly at school. THEY want to win.
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Mr. Lemoncello's name starts with the "l" sound. Let's think of other words that start with the "l" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does look start with the "l" sound? Does bus start with the "l" sound?	<div> "L" look like leg </div> <div> NOT "L" bus shoe </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about this story? We looked at some objects from the story. Here is the paper we did about the paper and pencil.	Kyle wants to GO to the new LIBRARY . HE forgot to write his paper for the contest at home. HE had to write it quickly at school. We will write Kyle's name here in the middle because he forgot to write his paper at home.

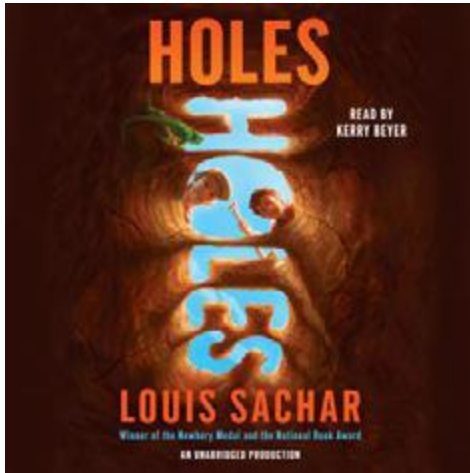
Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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provide





LOUIS SACHAR

Holes



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: sneakers, shovel, water bottle, sunflower seeds, onion/peach.
- Watch the movie trailer linked above.

During Reading: Read the stories

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **S** in the story/writing activities (Stanley's name starts with **S**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look words that start with the letter S in the story/writing activities.
- Find students who have the "s" sound in their names.
- Pick two letter sounds each day and have students clap when they hear that letter during the read-aloud.
- Play Words I Know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student's self-selected book to the class.
- Take turns sharing the students' independent reading projects to the group.
- Student can wear the Reader's Crown when his independent, self-selected text is shared.



I was in 3rd grade when I learned to read. Every book has an adventure to go on or lessons to learn about life.

Kristy Lipe

A PRC-Salttillo Ambassador who uses switch scanning to access her Accent 1400 with Unity.



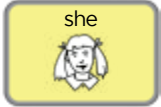
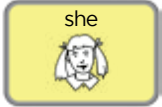


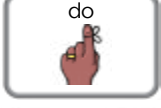



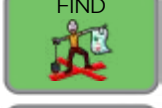
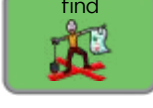



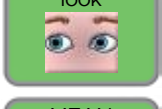



Holes

SMART CHARTS • LAMP WFL 84 Full










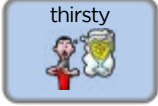





Try modeling the phrases in the charts below when talking about the story.

he/she take	he/she take it	he/she look	he/she look it	he look	he look thirsty
work hard	it work hard	hot work	it hot work	look water	he look water
help look	he help look	dig it	he dig it	find it	he find it
she mean	she look mean	he dig	he dig shovel	she help	she help take

LAMP WFL 84 Full

he			
she			
it			
dig			
find			
help			
look			
mean			

LAMP WFL 84 Full

take			
work			
hard			
hot			
thirsty			
shovel			
water			














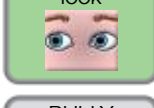



Holes

SMART CHARTS • UNITY 84 Sequenced





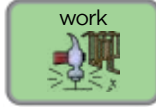





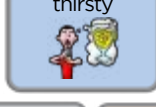





Try modeling the phrases in the charts below when talking about the story.

he/she take	he/she take it	he/she look	he/she look it	he look	he look thirsty
work hard	it work hard	hot work	it hot work	look water	he look water
help look	he help look	dig it	he dig it	find it	he find it
she mean	she look mean	he dig	he dig shovel	she help	she help take

Unity 84 Sequenced

he		he	
she		she	
it		it	
dig		DIG	
find		find	
help		help	
look		look	
mean		BULLY	
		mean	

Unity 84 Sequenced

take		TAKE		take	
work		work			
hard		hard			
hot		hot			
thirsty		thirsty			
shovel		HIT		TOOLS	
water		water			

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>This story is about boys who have to DIG many holes. It is HOT WORK.</p> <p>I wonder why they have to DIG holes. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is Holes."	Make a comment: I bet it is called Holes because the characters use a SHOVEL to DIG holes.
Point to author.	Read the name: "This book was written by Louis Sacher."	
Point to the picture on the cover/chapter summary.	Make a comment.	IT takes a lot of HARD WORK to DIG .
Point to pictures clues.	Ask a question.	What do you think HE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter S throughout the story.	Stanley is the main character. HE has to DIG a lot of holes. Let's FIND the letter S in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students hold the shoe from the grab bag.	People thought Stanley TOOK the shoe. That is why he had to go the camp to DIG holes. HE didn't get much WATER .
Point to pictures.	Comment on what is happening.	HE was HOT and THIRSTY .
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think HE feels about having to DIG ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever been really HOT and THIRSTY ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what HE will do now.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	How did IT feel outside?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	Would you like to DIG holes in the HOT sun?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

Review the chapter.	Summarize the elements of today's reading.	People thought Stanley TOOK shoes. HE had to go to Camp Green Lake. IT was not nice! He met other boys. They all have to DIG . Mr. Sir, a guard at the camp, is MEAN . HE gets a bottle for WATER . WORK at this camp is HARD .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Stanley's name starts with the "s" sound. Let's think of other words that start with the "s" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does sun start with the "s" sound? Does bus start with the "s" sound?	<div> <div>"S"</div> <div>sun soap silly</div> </div> <div> <div>NOT "S"</div> <div>bus chair</div> </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about Stanley? We looked at some objects from the story. Here is the paper we did about the shoes.	Who TOOK the shoes? Stanley got in trouble because people thought HE TOOK the shoes. We write his name here in the middle because HE used the shoes in the story.

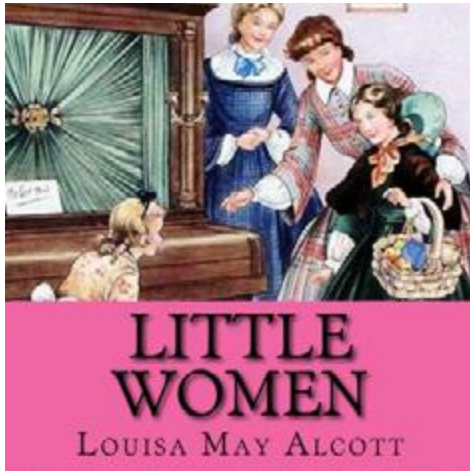
Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other_____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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imagine





LOUISA MAY ALCOTT

Little Women



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: limes, notebook with pen, newspaper, letter and envelope, money.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **J** in the story/writing activities (Jo's name starts with **J**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for words that start with J in the story/writing activities.
- Find students who have "j" sound in their names.
- Pick two letter sounds each day and have students clap when they hear that letter during the read-aloud.
- Play Words I Know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student's self-selected book to the class.
- Take turns sharing the students' independent reading projects to the group.
- Student can wear the Reader's Crown when his independent, self-selected text is shared.



Feel free to add more or different vocabulary

In order to provide opportunities for practice with repetition across the chapters, the target word list for each book was limited to 15 words. Feel free to add more words, focus on fewer words, or substitute different ones based on your students' needs or interests.

LOUISA MAY ALCOTT

Little Women

SMART CHARTS • LAMP WFL 84 Full










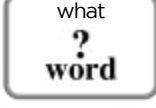





Try modeling the phrases in the charts below when talking about the story.

she write	she write more	girl sick	help sick girl	girl sick	girl sick more
they play	they play together	she play	she play more	they sad	they sad together
they help	they need help	when together	when they together	they happy	they happy together
she trouble	she more trouble	help her	they help her		

LAMP WFL 84 Full

she		
her		
they		
help		
need		
play		
trouble		
		

LAMP WFL 84 Full

write		
happy		
sad		
sick		
more		
when		
together		
girl		

LOUISA MAY ALCOTT


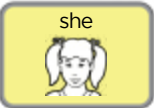

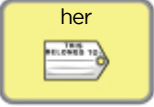





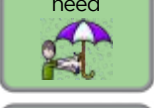

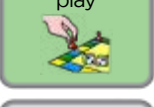

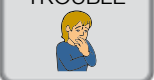

Little Women

SMART CHARTS • UNITY 84 Sequenced










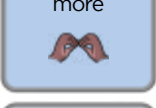
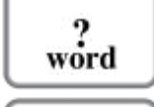






Try modeling the phrases in the charts below when talking about the story.

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house

Unity 84 Sequenced

she		she	
her		her	
they		they	
help		help	
need		need	
play		play	
trouble		TROUBLE	
		trouble	

Unity 84 Sequenced

write		write	
happy		happy	
sad		sad	
sick		sick	
more		more	
when		when	
together		together	
girl		PEOPLE	
		girl	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>The sisters in the story like to be TOGETHER. One GIRL likes to PLAY piano. One GIRL likes to WRITE.</p> <p>I wonder what will happen. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The title of our book is Little Women."	Make a comment
Point to author.	Read the names: "This book was written by Louisa May Alcott."	
Point to the picture on the cover/chapter summary.	Make a comment.	I see some girls. THEY are TOGETHER .
Point to pictures clues.	Ask a question.	What do you think THEY will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter J throughout the story.	Jo has the letter J in HER name. Let's circle the letter J when we see it in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Show the students the money they found.	THEY don't have a lot of money. THEY use their money to HELP others.
Point to pictures.	Comment on what is happening.	SHE likes to PLAY the piano.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How did THEY feel when THEY got to HELP the other family?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Do you have any sisters?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what THEY will do next.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	What are some things that the THEY like to do?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What are ways people can HELP others?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

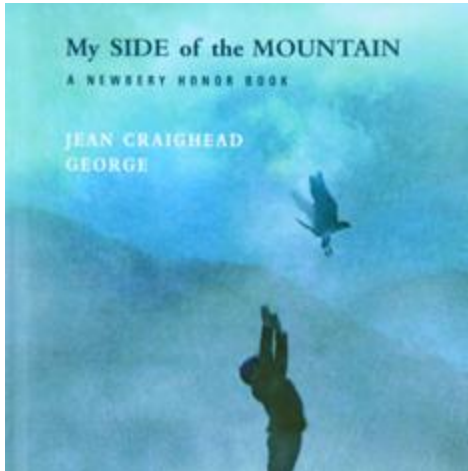
Review the chapter.	Summarize the elements of today's reading.	There are four sisters that live TOGETHER . Each GIRL likes to do different things. Beth likes to PLAY the Piano. Jo WRITES . Meg is HAPPY when she goes to a dance. Amy wants people to like HER . THEY HELP others who don't have much MONEY .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Jo's name starts with the "j" sound. Let's think of other words that start with the "j" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does jump start with the "j" sound? Does book start with the "j" sound?	<div> "j" jump juice George </div> <div> NOT "j" bus chair </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about the story? We looked at some objects from the story. Here is the paper we did about money	THEY don't have a lot of MONEY . Some people NEED MORE HELP . We'll write the March family here in the middle because they HELP those who NEED MONEY .

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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development





JEAN CRAIGHEAD GEORGE

My Side of the Mountain



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: sticks, fake fur, nuts/berries/plants, tree, bird.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **M** in the story/writing activities (My and Mountain start with **M**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for the letter M in the story/writing activities.
- Find students who have the “m” sound in their names.
- Pick a letter sound each day and have students clap when they hear that sound during the read-aloud.
- Play Words I know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



I was in high school when I learned to read. My favorite books are all of the Harry Potter books. You need to read because reading helps you live your best life, if you want to go to college. Reading is important because you can get a job. I am an extremely better person because I want to do everything like go to college, program my device, and get better at spelling.

Chris Sawka

A PRC-Salttillo Ambassador who uses head tracking to access his Accent 1000 with WordPower.









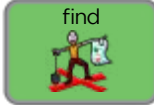
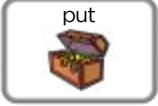




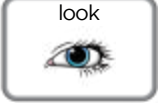
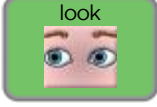


My Side of the Mountain

SMART CHARTS • LAMP WFL 84 Full



















Try modeling the phrases in the charts below when talking about the story.

he make	he make it	his bird	his bird out	bird look	bird look mountain
live in	live in tree	he hun	he hunt food	make his	make his food
it cold	it cold out	live mountain	live his mountain	bird in	bird in tree
he find	he find bird	he look	he look out/in	in tree	in his tree

LAMP WFL 84 Full

he			
his			
it			
find			
hunt			
live			
look			
make			

LAMP WFL 84 Full

cold			
in			
out			
bird			
food			
mountain			
tree			








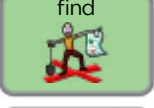

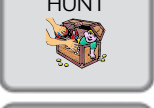



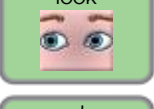


My Side of the Mountain

SMART CHARTS • UNITY 84 Sequenced










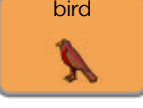



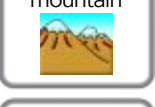


Try modeling the phrases in the charts below when talking about the story.

he make	he make it	his bird	his bird out	bird look	bird look mountain
live in	live in tree	he hun	he hunt food	make his	make his food
it cold	it cold out	live mountain	live his mountain	bird in	bird in tree
he find	he find bird	he look	he look out/in	in tree	in his tree

Unity 84 Sequenced

he		he	
she		she	
it		it	
find		find	
hunt		HUNT	
live		live	
look		look	
make		make	

Unity 84 Sequenced

cold		COLD		cold	
in		in			
out		out			
bird		BIRDS		bird	
food		food			
mountain		mountain			
tree		tree			

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>Sam wants to LIVE on a MOUNTAIN. He will have to HUNT for HIS FOOD.</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "My Side of the Mountain."	There must be a MOUNTAIN in this story.
Point to author.	Read the name: "This book was written by Jean Craighead George."	
Point to the picture on the cover/chapter summary.	Make a comment.	It looks like he is OUT somewhere.
Point to pictures clues.	Ask a question.	Where do you think HE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter M throughout the story.	Sam lives on a MOUNTAIN . MOUNTAIN starts with the letter M .
Remind students of the objects in the book grab bag when they appear in the story.	Example: Nuts	HE has to HUNT for FOOD . Remember we talked about nuts before we read the story. HE will FIND nuts to eat.
Point to pictures.	Comment on what is happening.	HE used to LIVE in the city. HE made a home in a TREE .
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think HE feels about having to HUNT for FOOD ?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever spent time in the woods?
Stop and talk about what you just read–pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder what HE will FIND next.
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	HE decided to MAKE something his home. What does he LIVE in?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think about going to LIVE IN a TREE ?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

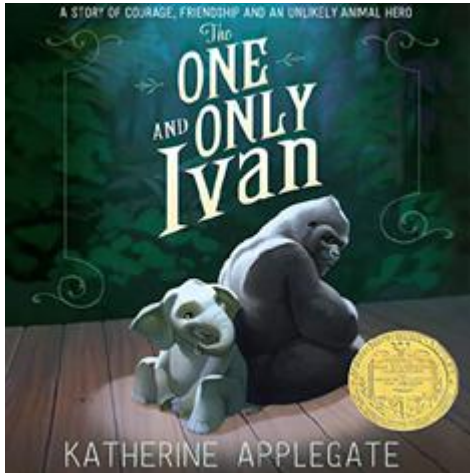
Review the chapter.	Summarize the elements of today's reading.	Sam used to LIVE IN the city. He went to LIVE IN a TREE on a MOUNTAIN . HE has to HUNT for FOOD . HE went to the library to LOOK for ways to LIVE in the woods. HIS BIRD is HIS best friend.
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Mountain starts with the "m" sound. Let's think of other words that start with the "m" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does my start with the "m" sound? Does bus start with the "m" sound?	<div> "m" my mom more </div> <div> NOT "m" bus shoe </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about Sam? We looked at some objects from the story. Here is the paper we did about nuts.	HE has to LOOK for nuts. HE can't go to the grocery. HE has to HUNT for HIS FOOD . We will write Sam's name in the middle because HE finds nuts in the story.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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empower





KATHERINE APPLIGATE

The One and Only Ivan



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: crayons, gorilla/elephant, banana, paper and money.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **G** in the story/writing activities (Gorilla starts with **G**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for the letter G in the story/writing activities.
- Find students who have the “g” sound in their names.
- Pick a letter sound each day and have students clap when they hear that sound during the read-aloud.
- Play Words I know.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

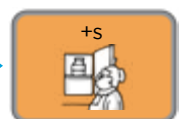
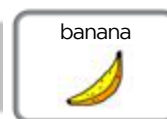
Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



Try a plural noun marker

Have you tried making a noun plural? Use the plural noun marker icon to make your single noun a plural one.



















The One and Only Ivan

SMART CHARTS • LAMP WFL 84 Full




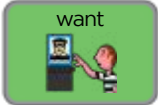













Try modeling the phrases in the charts below when talking about the story.

he/she sad	he/she get sad	she get	she get friend	watch friend	he watch friend
he/she color	he/she color banana	he mean	he get mean	he sad	he sad friend
he color	he color it	she hurt	she get hurt	get out	he/she get out
he want	he want friend	he watch	he watch it	he/she happy	he/she get happy

LAMP WFL 84 Full

he	<div>he</div> 	<div>he</div> 	
she	<div>she</div> 	<div>she</div> 	
it	<div>it</div> 	<div>it</div> 	
color	<div>color</div> 	<div>color</div> 	
get	<div>get</div> 	<div>get</div> 	
hurt	<div>help</div> 	<div>HURT</div> 	<div>hurt</div> 
mean	<div>think</div> 	<div>MEAN</div> 	<div>mean</div> 

LAMP WFL 84 Full

watch			
want			
happy			
sad			
art			
banana			
friend			
out			

The One and Only Ivan

SMART CHARTS • UNITY 84 Sequenced

















Try modeling the phrases in the charts below when talking about the story.

he/she sad	he/she get sad	she get	she get friend	watch friend	he watch friend
he/she color	he/she color banana	he mean	he get mean	he sad	he sad friend
he color	he color it	she hurt	she get hurt	get out	he/she get out
he want	he want friend	he watch	he watch it	he/she happy	he/she get happy

Unity 84 Sequenced

he		he	
she		she	
it		it	
color		color	
get		get	
watch		watch	
want		want	

Unity 84 Sequenced

happy		happy			
sad		sad			
hurt		hurt			
art		art			
banana		FRUIT		banana	
friend		PEOPLE		friend	
out		out			

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>Ivan is a gorilla. HE likes to COLOR. HE likes to make ART.</p> <p>I wonder what else he likes to do. (pause to invite students to guess).</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "The One and Only Ivan."	I wonder if Ivan is the gorilla's name.
Point to author.	Read the name: "This book was written by Katherine Applegate."	
Point to the picture on the cover/chapter summary.	Make a comment.	HE is a gorilla
Point to pictures clues.	Ask a question.	What do you think HE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter I throughout the story.	His name is Ivan. HE has the letter I in his name. Help me find words with the letter I .
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students see the crayons when they are talked about in the story.	Julia likes to COLOR . SHE uses crayons.
Point to pictures.	Comment on what is happening.	HE likes to WATCH her color.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	Do you think Ivan feels HAPPY or SAD when he is coloring?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	What kind of ART do you like to make?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder if HE will COLOR more.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	What does Ivan like to do?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be like to live in a small place like HE does?

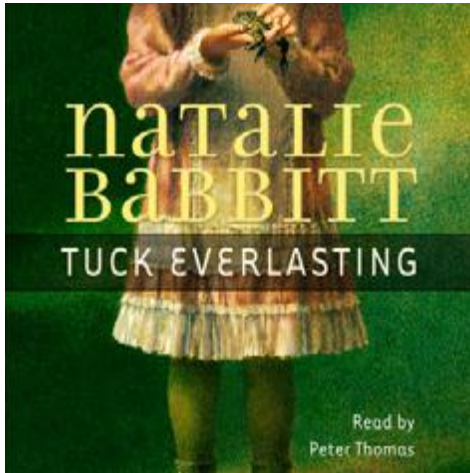
What you can do	What you can say	Examples to Model (Model words in bold)
After Reading: Apply		
Review the chapter.	Summarize the elements of today's reading.	Ivan is a gorilla. HE likes to COLOR . HE says HE lives in a glass box. Julia is his FRIEND . HE likes to WATCH her COLOR . HE likes to make ART . Mack sells IT . Sometimes HE gets to WATCH TV . HE has an elephant FRIEND and a dog FRIEND .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Ivan is a gorilla. Gorilla stars starts with the "g" sound. Let's think of other words that start with the "g" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does go start with the "g" sound? Does bus start with the "g" sound?	<div> "g" go get green </div> <div> NOT "g" bus shoe </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about Ivan? We looked at some objects from the story. Here is the paper we did about the crayons.	Who uses crayons? HE likes to COLOR . Julia likes to COLOR . Ivan makes ART that others buy. We can write Ivan and Julia's names here in the middle because they both use crayons.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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inspire





NATALIE BABBITT

Tuck Everlasting



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: a toad or a frog, water bottle, music box, horse.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **T** in the story/writing activities (Tuck starts with **T**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for words that have the letter T in the story/writing activities.
- Find students who have a “t” sound in their names.
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



I was 5 when I first learned to read. Students should learn to read because it is going to help them write better. Reading has helped me become a better writer Reading makes me happy.

Mackenzie Sanders

A PRC-Salttillo Ambassador who uses an Accent 1400.

Tuck Everlasting

SMART CHARTS • LAMP WFL 84 Full

Try modeling the phrases in the charts below when talking about the story.

she go	she go look	she listen	she listen again	they drink	they drink water
they come	they come again	come again	he come again	she not	she not tell
drink water	he drink water	he look	he look same	not drink	not drink water
not grow	he not grow	he old	he not old	grow up	she grow up

LAMP WFL 84 Full

he	he	he
she	she	she
they	they	they
come	come	come
drink	drink	drink
grow	eat	GROW
listen	hear	LISTEN

LAMP WFL 84 Full

look	look	look
tell	talk	TELL
not	not	not
again	there	again
same	make	same
old	time	old
water	drink	water
up	up	up


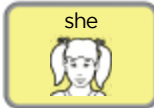





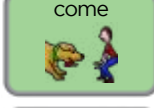



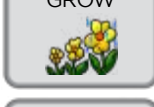

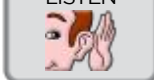

Tuck Everlasting

SMART CHARTS • UNITY 84 Sequenced


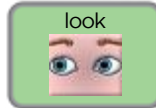




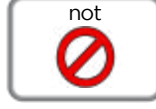
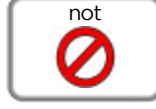
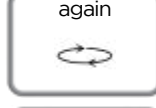
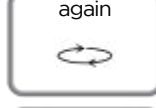


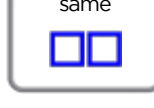





Try modeling the phrases in the charts below when talking about the story.

she go	she go look	she listen	she listen again	they drink	they drink water
they come	they come again	come again	he come again	she not	she not tell
drink water	he drink water	he look	he look same	not drink	not drink water
not grow	he not grow	he old	he not old	grow up	she grow up

Unity 84 Sequenced

she		she 
her		her 
they		they 
come		come 
drink		drink 
grow		GROW 
listen		LISTEN 
		listen 

Unity 84 Sequenced

look		look 
tell		TELL 
	tell 	
not		not 
again		again 
same		TAKE 
		same 
old		old 
water		water 
up		up 

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>This story is about a girl and family that does NOT GROW old.</p> <p>I wonder what will happen. (pause to invite students to guess).</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "Tuck Everlasting."	I see two letter T s in these words. (point to the letters)
Point to author.	Read the name: "This book was written by Natalie Babbitt."	
Point to the picture on the cover/ chapter summary.	Make a comment.	I see a girl. SHE is reading.
Point to pictures clues.	Ask a question.	What do you think SHE will do?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter T throughout the story.	The family's last name is Tuck. It starts with a T . Help me find the letter T in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students see the crayons when they are talked about in the story.	SHE was lonely. SHE did NOT have any friends. SHE talked to the toad.
Point to pictures.	Comment on what is happening.	SHE is going to meet her sons.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think Mae feels about staying the SAME ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever felt lonely like Winnie?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder if SHE will drink the WATER .
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	Do the Tucks GROW old or stay the SAME ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be like stay the SAME and NOT GROW UP ?

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply

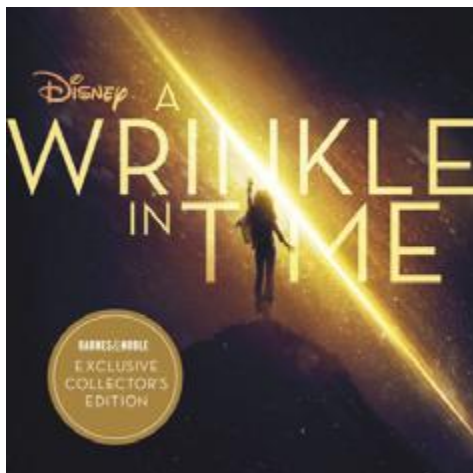
Review the chapter.	Summarize the elements of today's reading.	Winnie was lonely. SHE sees a boy drinking WATER . HE tells her NOT to drink it. His family has a secret. THEY do NOT GROW old. Special WATER keeps them the SAME . THEY do NOT want Winnie to TELL anyone.
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	This family's last name is Tuck. It starts with the "t" sound. Let's think of other words that start with the "t" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does two start with the "t" sound? Does dog start with the "t" sound?	<div> <div>"t"</div> <div>two</div> <div>truck</div> <div>top</div> </div> <div> <div>NOT "t"</div> <div>bus</div> <div>shoe</div> </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about this story? We looked at some objects from the story. Here is the paper we did about the toad.	Who talked to the toad? SHE did. Winnie talked to the toad at the beginning of the story. At the end of the story SHE poured the special WATER on it. It did NOT GROW older. We write her name here in the middle because SHE talked to the toad in the story.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other_____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Learn





MADELINE L'ENGLE

A Wrinkle in Time



To watch the movie trailer, click [here](#) or point the camera of your tablet/iPad or smart phone at the QR code.

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: glasses, ball, star, scarf, heart.
- Watch the movie trailer linked above.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **S** in the story/writing activities (Space starts with **S**).



Tar Heel Reader

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

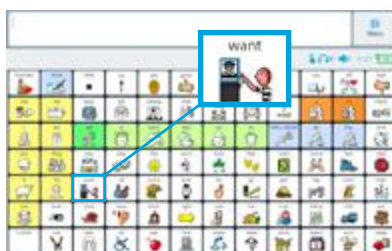
- Look for words that have the letter S in the story/writing activities.
- Find students who have the “s” sound in their names.
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.
- Create a Character Trait Map for various characters in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



Try using a verb tense marker. Use a verb tense marker to change the form of the verb. You can make a present tense verb, an -ing verb, a past tense verb or to + verb.
Want, wants, wanting, wanted, to want



A Wrinkle in Time

SMART CHARTS • LAMP WFL 84 Full

Try modeling the phrases in the charts below when talking about the story.

she/he feel	she/he feel bad	bad travel	travel feel bad	glasses save	find glasses save
find dad	she/they find dad	they same	they feel same	she/he love	she/he feel love
they travel	where they travel	not same	they not same	they save	they save dad
travel space	they travel space	where find	where they find		

LAMP WFL 84 Full

he	he	he
she	she	she
they	they	they
feel	feel	feel
find	find	find
love	love	love
save	save	save
travel	travel	travel

LAMP WFL 84 Full

same	make	same
bad	bad	bad
not	not	not
where	what ?	where
dad	all	dad
glasses	do	glasses
space	get	SPACE
		space




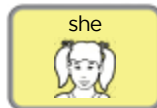














A Wrinkle in Time

SMART CHARTS • UNITY 84 Sequenced

Try modeling the phrases in the charts below when talking about the story.

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house

Unity 84 Sequenced

he		he			
she		she			
they		they			
feel		feel			
find		FIND			
love		love			
save		SAVE		save	
travel		TRAVEL		travel	

Unity 84 Sequenced

same		take		same	
bad		bad			
not		not			
where		where			
dad		dad			
glasses		glasses			
space		SPACE		space	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	<p>This story is about boys who have to SPACE and TRAVEL</p> <p>I wonder why they have to TRAVEL to SPACE. (pause to invite students to guess)</p>
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "A Wrinkle in Time."	I wonder what it will be about.
Point to author.	Read the name: "This book was written by Madeline L'Engle."	
Point to the picture on the cover/chapter summary.	Make a comment.	This looks like SPACE .
Point to pictures clues.	Ask a question.	What do you think this story will be about?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter S throughout the story.	This story is about TRAVEL through SPACE . SPACE starts with the letter S.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students hold the scarf from the grab bag.	Mrs. Whatsit had lots of scarves. SHE wore them when SHE came to their house.
Point to pictures.	Comment on what is happening.	SHE feels BAD when HE tells her that her DAD is not coming back.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think THEY FEEL when Mrs. Whatsit tells them to go look for their DAD ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever tried to FIND someone?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder WHERE their DAD is.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	Who is NOT here _____?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	What do you think it would be like to TRAVEL in SPACE like that?

What you can do	What you can say	Examples to Model (Model words in bold)
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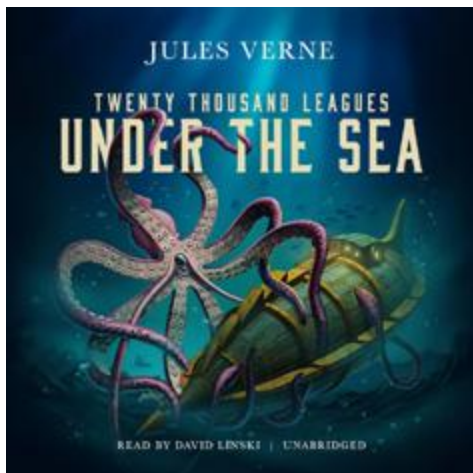
After Reading: Apply

Review the chapter.	Summarize the elements of today's reading.	Meg and Charles Wallace FEEL BAD . Their DAD is gone. THEY want to know WHERE he is. Mrs. Who says THEY will go FIND their DAD .
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Space starts with the "s" sound. Let's think of other words that start with the "s" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does sun start with the "s" sound? Does bus start with the "s" sound?	<div> "s" sun soap silly </div> <div> NOT "s" bus chair </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about the story? We looked at some objects from the story. Here is the paper we did about the scarf.	Who wore the scarf? Mrs. Whatsit did. SHE had many scarves. We write her name here because SHE had the scarf in the story.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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JULES VERNE

20,000 Leagues Under the Sea



[Narwhals](#)

To watch the videos, point the camera of your smart phone at the QR code or click on them.



[Underneath](#)

Before Reading: Provide background knowledge to introduce the story.

- Complete the Book Item Grab Bag activity. Suggested items include: notebook/pen, book, plastic sea animals.
- Watch video clips about ocean life on the National Geographic for Kids YouTube channel.

During Reading: Read the stories.

You can quickly open the Tar Heel Reader collection of books for background knowledge and the chapter summaries by clicking [here](#) or pointing the camera of your tablet/iPad or smart phone at the QR code.

- Use the **Emergent Literacy Shared Reading Plan** for ideas of what to do, say, and model on the AAC device. Choose a few questions/comments to target during reading.
- Provide Alphabet and Phonological Awareness embedded activities.
- Look for the letter **N** in the story/writing activities (Nautilus starts with an **N**).



[Tar Heel Reader](#)

After Reading: Apply what you learn by providing Alphabet/Phonological Awareness and Shared Writing Activities.

- Look for words that have the letter N in the story/writing activities.
- Find students who have the “n” sound in their names.
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.

Provide Independent, Self-selected Reading.

- Give students time to explore books on their own.
- Have them complete a character map, book review, or writing project to share.
- Teacher may read aloud a selection from the student’s self-selected book to the class.
- Take turns sharing the students’ independent reading projects to the group.
- Student can wear the Reader’s Crown when his independent, self-selected text is shared.



I was 5 years old when I learned to read.
Reading helps kids learn. My favorite book is The Jungle Book.

Danny Gonsalves

A PRC-Salttillo Ambassador who uses an Accent 1400 with Unity 144 sequenced vocabulary.

JULES VERNE


20,000 Leagues Under the Sea

SMART CHARTS • LAMP WFL 84 Full

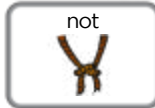




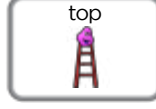





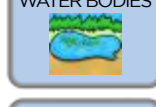



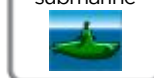
Try modeling the phrases in the charts below when talking about the story.

he/we go	he/we go under	go top	go top ocean	this large	yikes this large
he/we look	he/we look ocean	submarine go	submarine go under	leave submarine	leave this submarine
he wants	he wants leave	look large	this look large	wants help	he wants help
help go	help go look	he/we not	he/we not leave	we leave	we leave submarine

LAMP WFL 84 Full

he		
we		
go		
help		
leave		
look		
wants		
large		
		

LAMP WFL 84 Full

not		
this		
top		
under		
yikes		
ocean		
		
submarine		
		

JULES VERNE












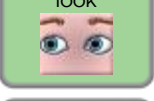




20,000 Leagues Under the Sea

SMART CHARTS • UNITY 84 Sequenced

Try modeling the phrases in the charts below when talking about the story.

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house

Unity 84 Sequenced

he		he	
we		we	
go		go	
help		help	
leave		LEAVE	
look		look	
wants		wants	
large		LARGE	

Unity 84 Sequenced

not		not	
this		this	
top		top	
under		under	
yikes		yikes	
ocean		NATURE	
ocean		ocean	
submarine		VEHICLES	
submarine		submarine	

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	We're going to watch a short video about our book. Then we'll read some short stories to learn more about the people in the story.	This story is about the OCEAN . Men spend time UNDER the OCEAN . They LOOK for sea animals and plants. WE will LOOK at some videos and read about their adventures on a SUBMARINE .
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Getting Ready to Read: Look at the cover of the book/chapter summary

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title: "20,000 Leagues Under the Sea."	Sea is another word for OCEAN .
Point to author.	Read the name: "This book was written by Jules Verne."	
Point to the picture on the cover/chapter summary.	Make a comment.	THIS is a picture of a SUBMARINE . THIS story was written a long, long time ago.
Point to pictures clues.	Ask a question.	What do you think THIS story will be about?

During Reading: As you read the chapter complete the first three activities and then select 2-3 comments or questions to target from the green section below..

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find the letter N throughout the story.	The SUBMARINE is called the Nautilus. Help me find words with the letter N in the story.
Remind students of the objects in the book grab bag when they appear in the story.	Example: Let students hold the book from the grab bag.	Pierre was a scientist and professor. HE wrote books about the OCEAN . HE wrote about things HE saw UNDER the OCEAN on the SUBMARINE .
Point to pictures.	Comment on what is happening.	HE WANTS to GO LOOK for the sea monster.
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	How do you think HE feels when they don't find a sea monster in the OCEAN ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever been to the OCEAN ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Use "think-alouds" to invite a response about what will happen.	I wonder if they will GO UNDER or stay on TOP .
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	Where did the SUBMARINE GO ?
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	Would you like to GO on a SUBMARINE ?

What you can do	What you can say	Examples to Model (Model words in bold)
After Reading: Apply		
Review the chapter.	Summarize the elements of today's reading.	They asked Pierre to HELP LOOK for a LARGE sea monster. He and his helpers fall in the OCEAN . They float on TOP of the water. Someone comes to HELP them. They do NOT know where they are.
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	Nautilus starts with the "n" sound. Let's think of other words that start with the "n" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response. Does no start with the "n" sound? Does car start with the "n" sound?	<div> "n" no new nice </div> <div> NOT "n" bus chair </div> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review and complete the Book Item Grab Bag worksheet.	Remember when we first learned about the story? We looked at some objects from the story. Here is the paper we did about the book.	Who wrote books? Pierre wrote books. HE wrote books about the OCEAN . THIS is why they asked him to HELP . We write his name in the middle since HE wrote books.

Independent, Self-Selected Reading and Shared Writing

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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imagine



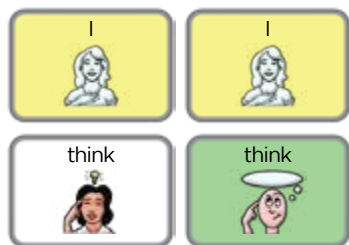
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

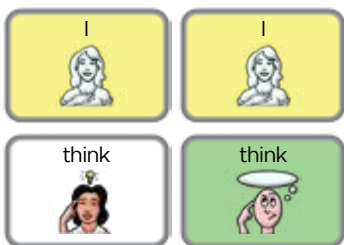
Book Title 1

Book Title 2

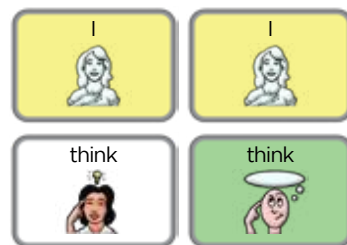
Book Title 3



I think



I think



I think



Good



Good



Good



Okay



Okay



Okay



Not my favorite



Not my favorite

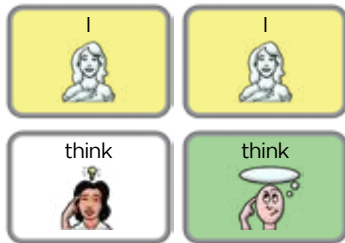


Not my favorite

Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Book Title 1



I think



Good

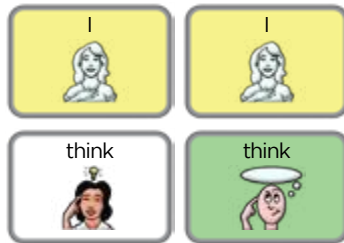


Okay



Not my favorite

Book Title 2



I think



Good

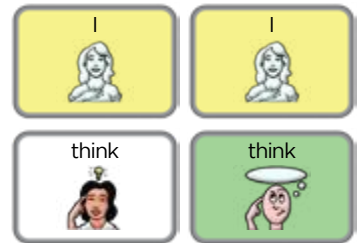


Okay



Not my favorite

Book Title 3



I think



Good



Okay



Not my favorite

Blank Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Use this version for those who want to share their own ideas.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
It's good because:	It's good because:	It's good because:
It's just okay because:	It's just okay because:	It's just okay because:
It's not my favorite because:	It's not my favorite because:	It's not my favorite because:



Book Tasting Results

As each student reads his review, add a mark to the correct box. When everyone has finished, count up the marks. This will be the book selection for this month.

Book Title 1			Book Title 2			Book Title 3		
Good	Okay	Not Favorite	Good	Okay	Not Favorite	Good	Okay	Not Favorite
Total	Total	Total	Total	Total	Total	Total	Total	Total

Book Item Grab Bag

Directions Take an item from the book grab bag. Think about how the item was used in the story and fill out the boxes below.

Book Title:

What is it **called**?

What does it **look** like?

Color:

Shape:

Size:

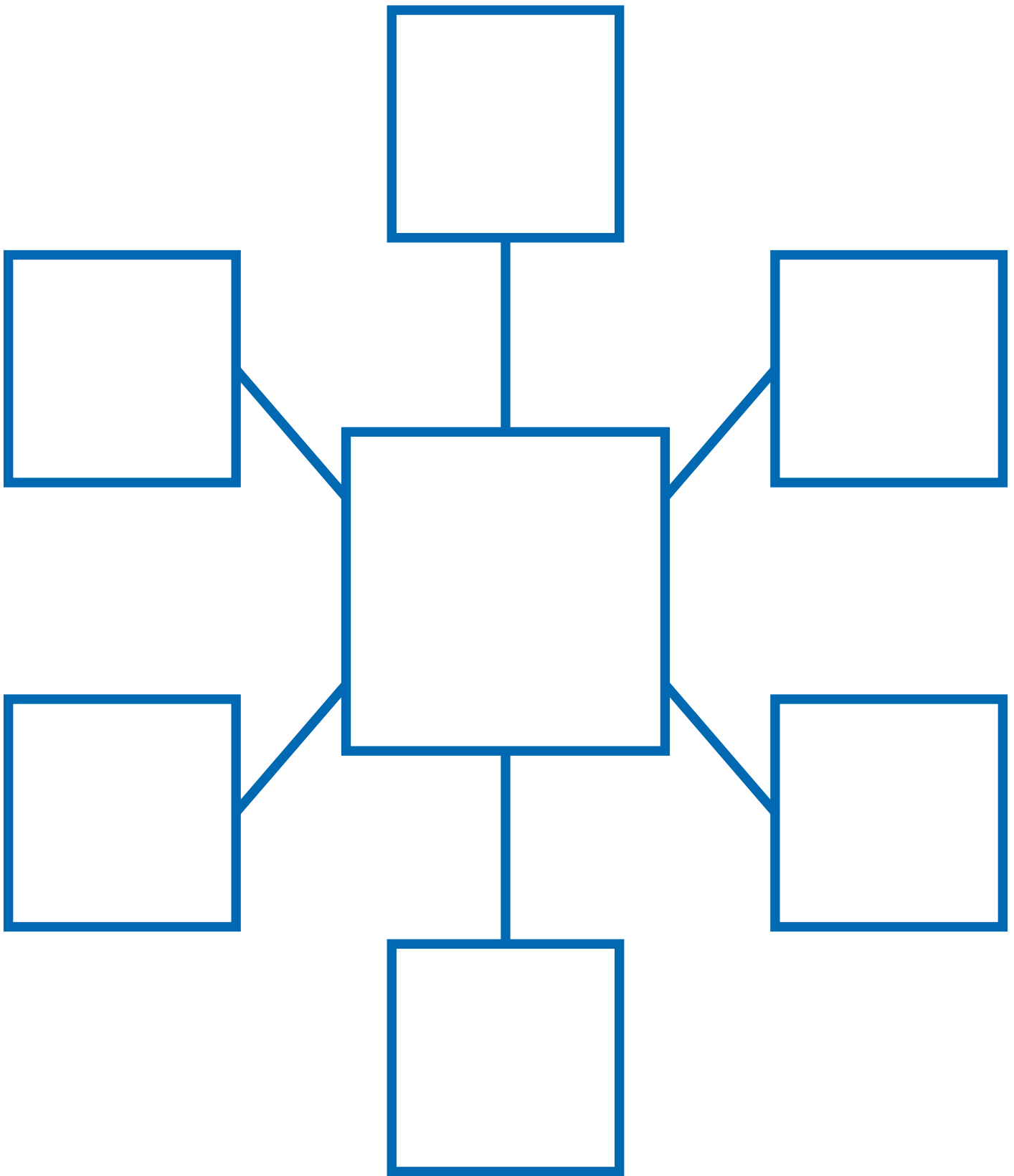
What do you **do** with it?

Who used it in the book?

What else do I know?

Where would I find it?

What is it **made** out of?



What you can do	What you can say	Examples to Model (Model words in bold)
-----------------	------------------	--

Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	
--	---	--

Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title:	Make a comment:
Point to author.	Read the name:	
Point to the picture on the cover/chapter summary.	Make a comment:	
Point to pictures clues.	Ask a question:	

During Reading: As you read the story/chapter.

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find all the letter ____ in the story.	
Remind students of the objects in the book grab bag when they appear in the story.	Example:	
Point to pictures.	Comment on what is happening.	
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Use “think-alouds” to invite a response about what will happen.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply.

Review the chapter.	Summarize the elements of today's reading.	
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	<p>_____ starts with the "____" sound. Let's think of other words that start with the "____" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response.</p> <p>Does _____ start with the "____" sound?</p>	<p>"____" NOT "____"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review the completed Book Item Grab Bag worksheet.	Remember when we first learned about _____? We looked at some objects from the story. Here is the paper we did about _____.	

Independent, Self-Selected Reading and Shared Writing.

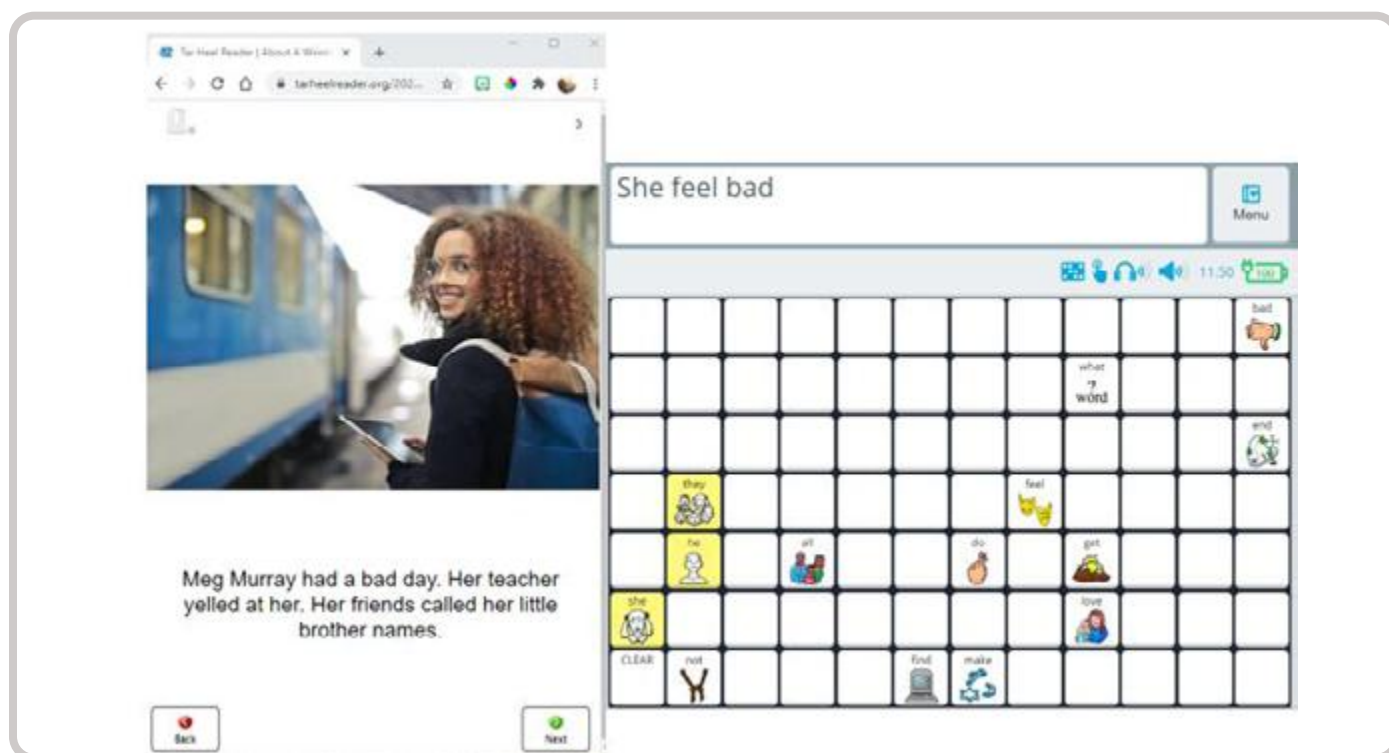
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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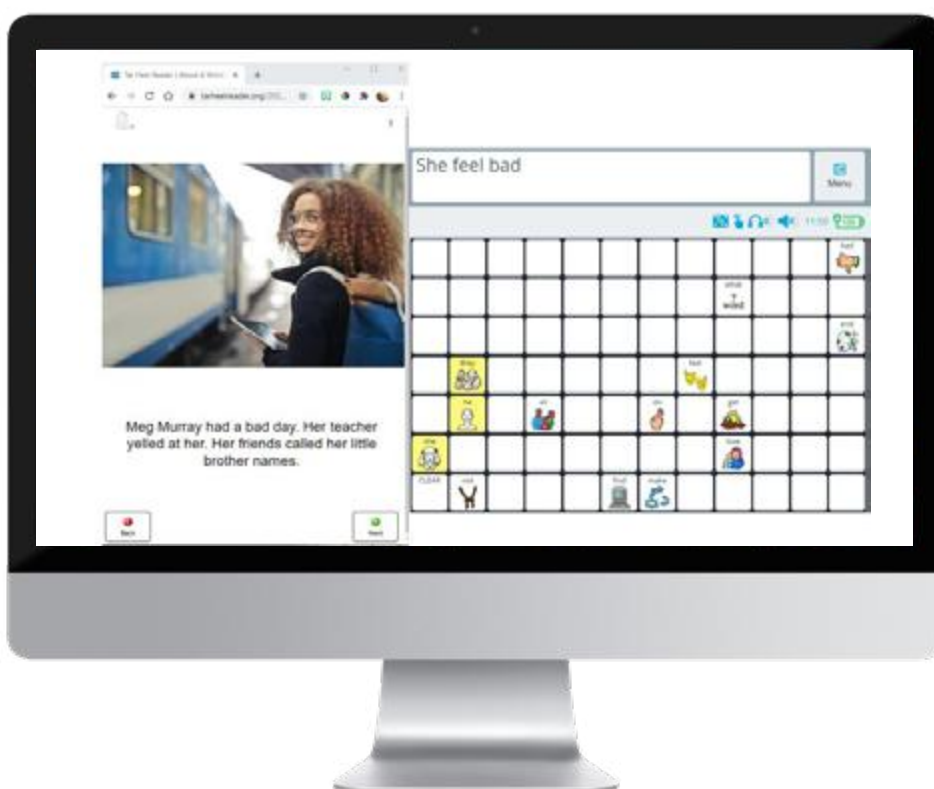
Use the Emergent Literacy Shared Reading Plan template to create your own lesson plans for chapters of the books. Create lesson plans for your favorite books using this template to help you think about what to do, what to say, and examples to model. **Don't forget to add in after-reading activities to support comprehension, alphabet and phonological awareness, and writing.**



When projecting to a Smart Board in the classroom or presenting online, re-size the browser tab with your Tar Heel Reader story and your PASS or Empower Demo software on your computer so you can read the text on the page and then model to the group. **Vocabulary builder was used in this example to highlight only the target words for this story.**



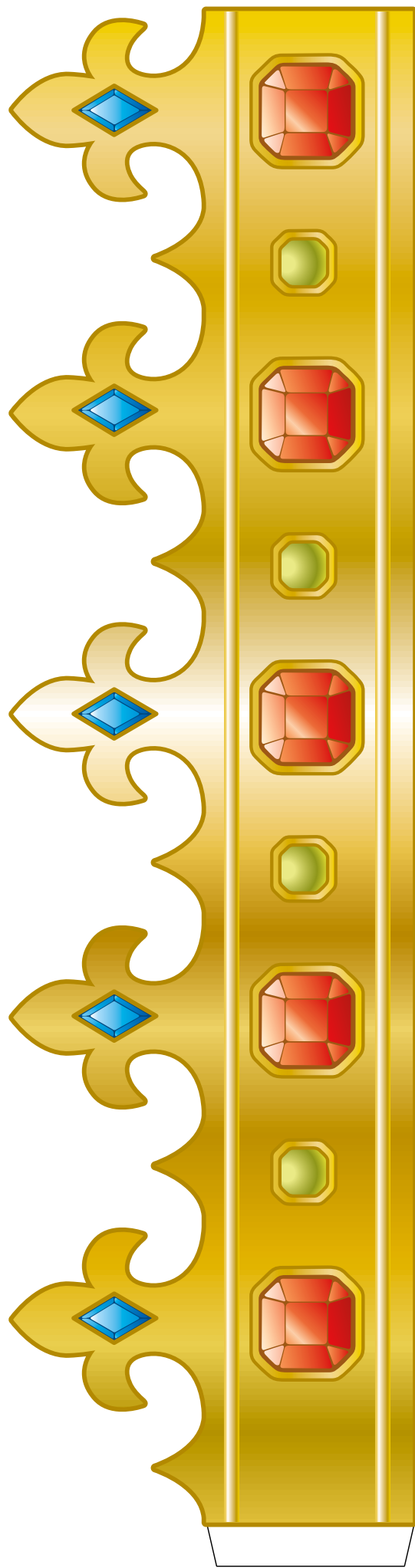
You can use the same strategy when reading online during a teletherapy or e-learning session. Check out our AAC Teletips resources to learn about screen sharing and video platform requirements.




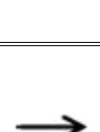
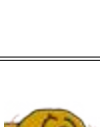














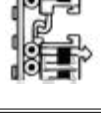






























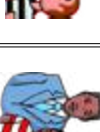

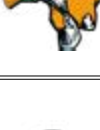



























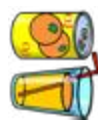

























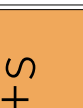
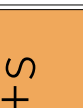
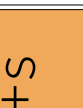


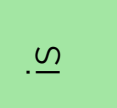





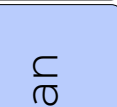
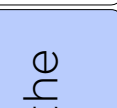
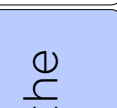
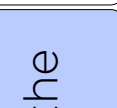











































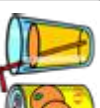




Reading Crown

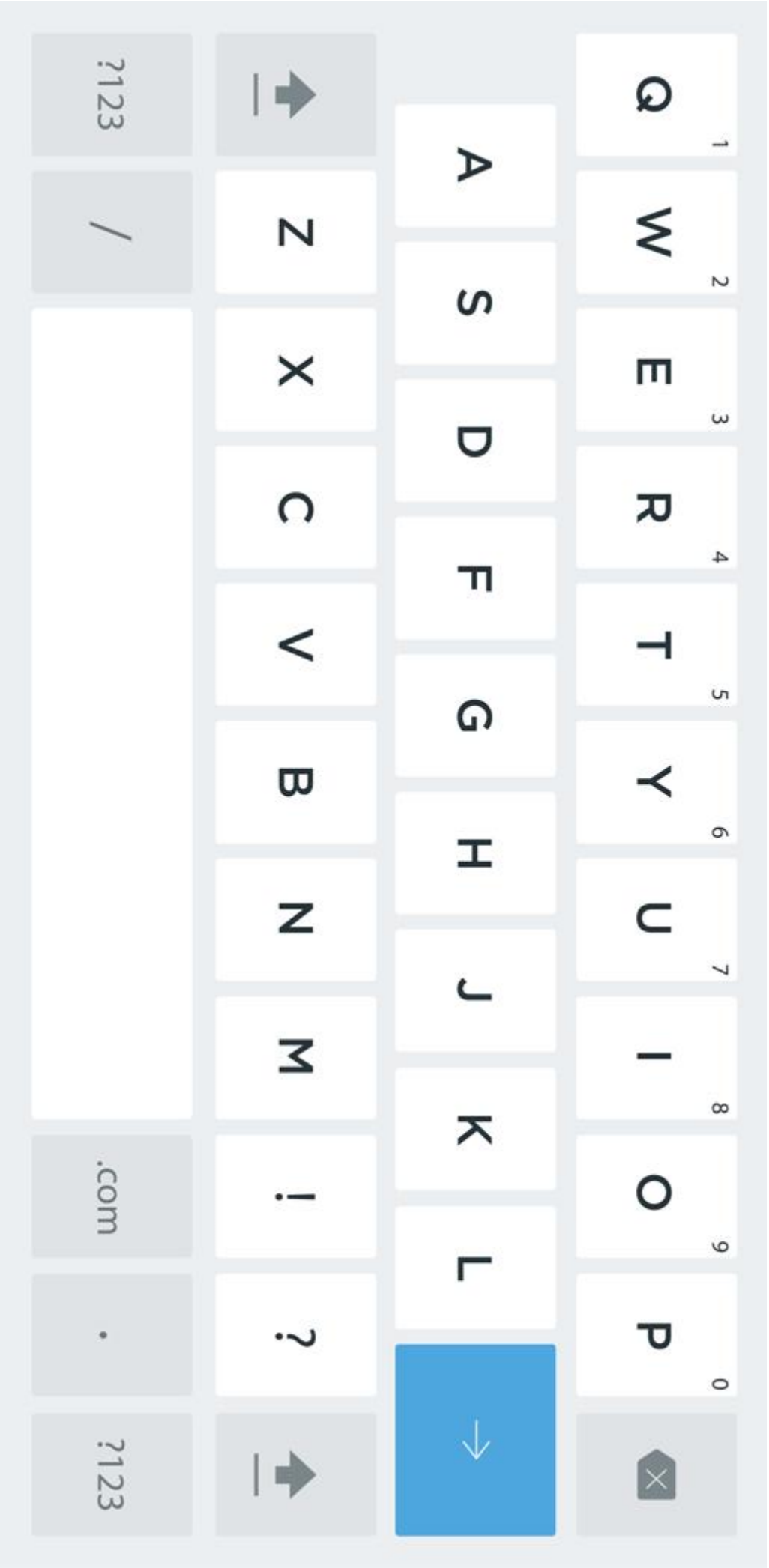
Cut out the crown shapes and tape them together to make a larger crown.

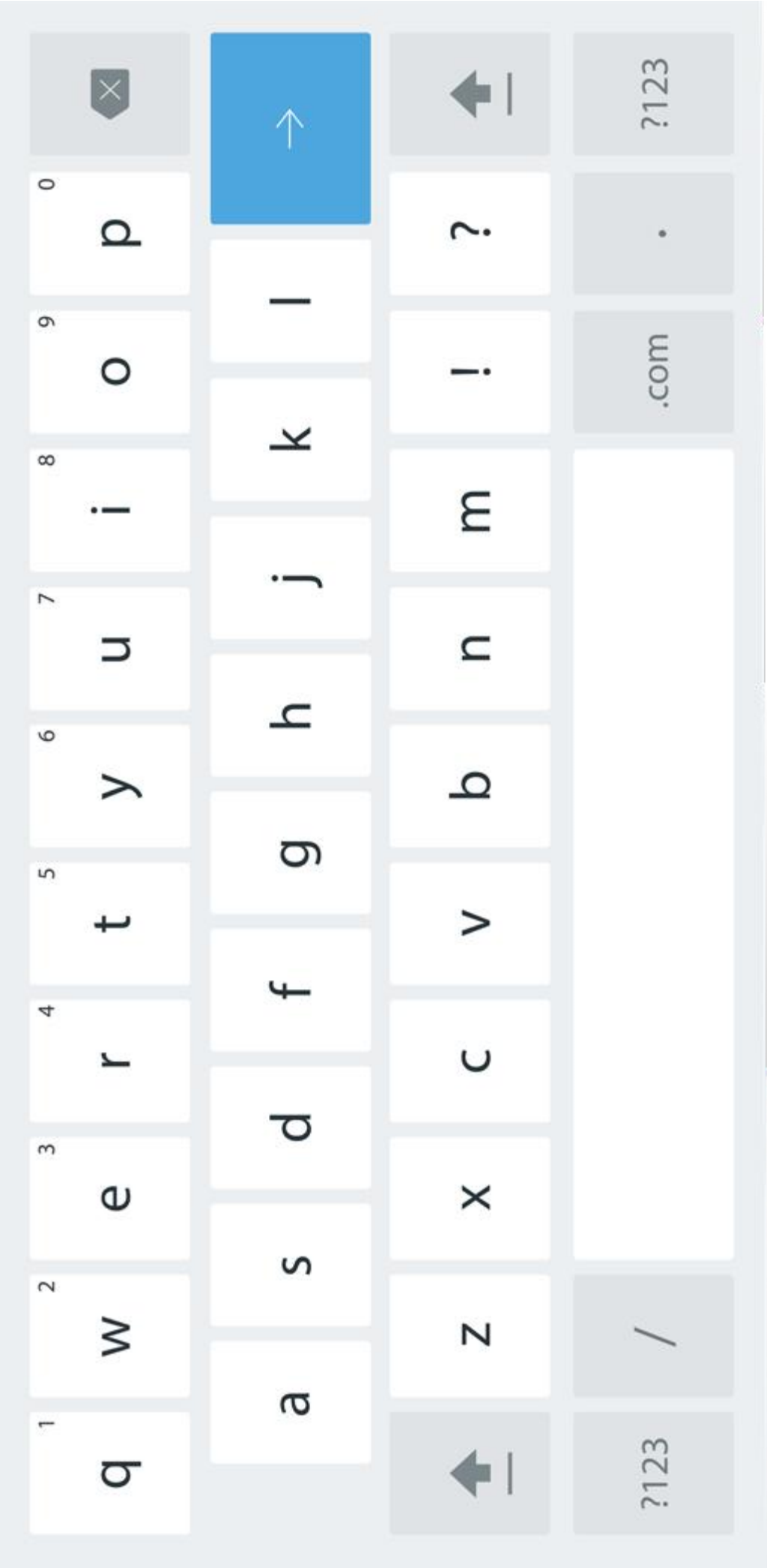




 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	 my	 wear	 am	 please	 that	 and	 in	 what word	 a	 +s	 -ly
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 go	 get	 big	 color	 help
 she	 look	 slow	 hear	 think	 right	 said	 live	 love	 follow	 ride	 put
 CLEAR	 not	 talk	 sit	 eat	 find	 make	 need	 drink	 watch	 turn	 sleep





Resources available from PRC to guide you in providing instruction for your students using AAC.



AAC Language Lab

The AAC Language Lab offers real-life solutions in support of language development.



PASS Software

PASS software lets you print visual supports and practice learning the language system.



PRC Youtube Channel

For over 50 years, PRC has been providing communication solutions to children and adults.



PRC Classes

Online • In Person
Practical, clinically sound product training and AAC implementation classes.



Implementation Activities

Each month, we feature Core Word of the Month activities.

Facebook Groups

AAC Language Lab • Accent Users Group • LAMP Words For Life Users Group
PRAACTical AAC • AAC for the SLP

Other Resources

- **Common Core:** Learn why the Common Core is important • www.corestandards.org
- **Project Core:** A Stepping-Up Technology Implementation Grant directed by the Center for Literacy and Disability Studies www.project-core.com
- **Reading Rockets:** Story maps & information about literacy • www.readingrockets.org
- **Tar Heel Shared Reader:** Resources for Shared Reading • www.Sharedreader.org
- **Literacy for All:** Instruction for students with Significant needs • www.literacyforallinstruction.ca
- **Praactical AAC:** Website & blog with information about literacy • www.praacticalaac.org
- **Comprehensive Literacy for All:** Erickson, Karen and Koppenhaver, David • Brookes Publishing

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