

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](http://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](http://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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Marketing Specialist



# 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 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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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.

## Getting Started: READ

**R**eview the AAC and Literacy Terms in this Planner.

**E**nlist the help of general education English teachers and collaborate on projects.

**A**dd members to the club – consider typical peers at the same grade level.

**D**ecide 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

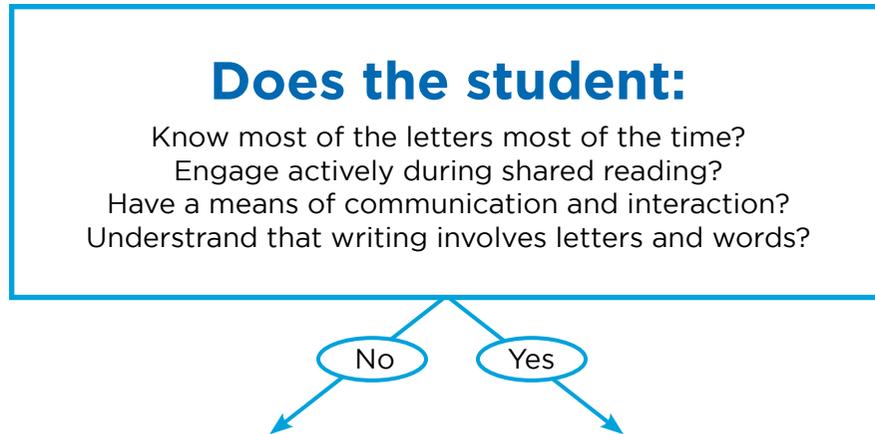
- Talk with club members. Tell them that they will be participating in a book club so that you can read books and explore the characters together.
- Engage them in naming the club. Take suggestions from the group and let them vote on the name. You can use a vote-by-letter approach to build in an alphabet 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.



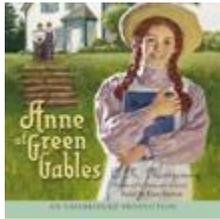
To learn more, visit **Literacy Instruction for Students with Significant Needs**.

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.

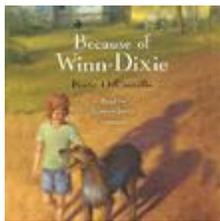


### Anne of Green Gables Lucy Maud Montgomery

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**

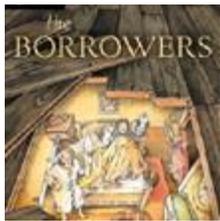


### Because of Winn-Dixie Kate DiCamillo

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**

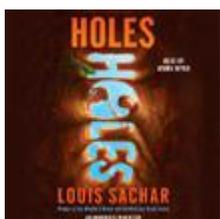


### Escape from Mr. Lemongello's Library Chris Grabenstein

Kyle, a 12-year-old game-lover, and a group of other children spend the night in Mr. Lemongello'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. Lemongello'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

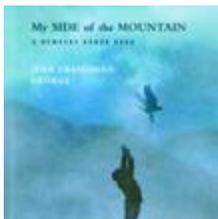


## Little Women Louisa May Alcott

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**

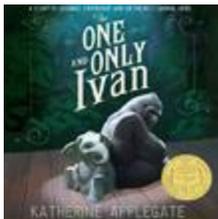


## My Side of the Mountain Jean Craighead George

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**

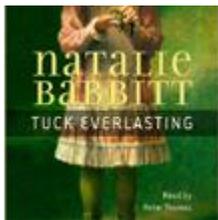


## The One and Only Ivan Katherine Applegate

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**

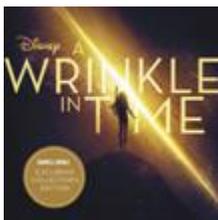


## Tuck Everlasting Natalie Babbitt

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**

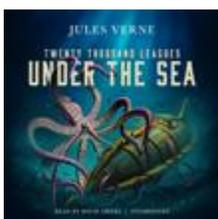


## A Wrinkle In Time Madeleine L'Engle

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		
Total	Total	Total	3	4	2	6	4	Total
5	3	2						

Book Tasting Results • 96

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](http://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](http://www.getepic.com)), Bookshare ([Bookshare.org](http://Bookshare.org)), Learning Ally ([learningally.com](http://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.

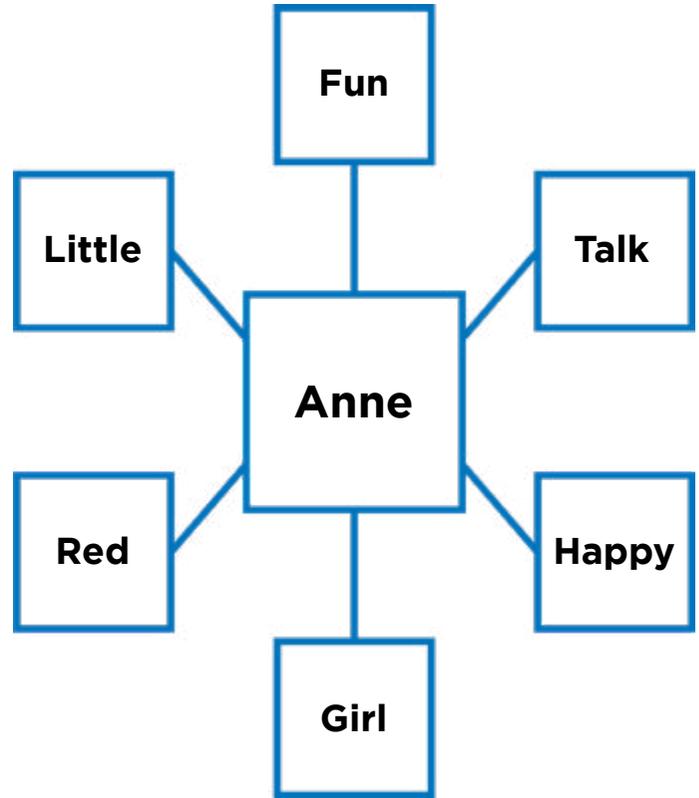
Book Title: **Holes by Louis Sacher**

What is it <b>called</b> ? <b>A Shovel</b>	What does it <b>look</b> like? Color: <b>Gray</b> Shape: <b>Square</b> Size: <b>Big</b>	
What do you <b>do</b> with it? <b>Hard Work</b>	<b>Who</b> used it in the book? <i>Fill in after reading the book</i>	What else do I know? <b>Dad</b>
<b>Where</b> would I find it? <b>A store or garage</b>	What is it <b>made</b> out of? <b>Metal</b>	

Grab Bag Worksheet

**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.

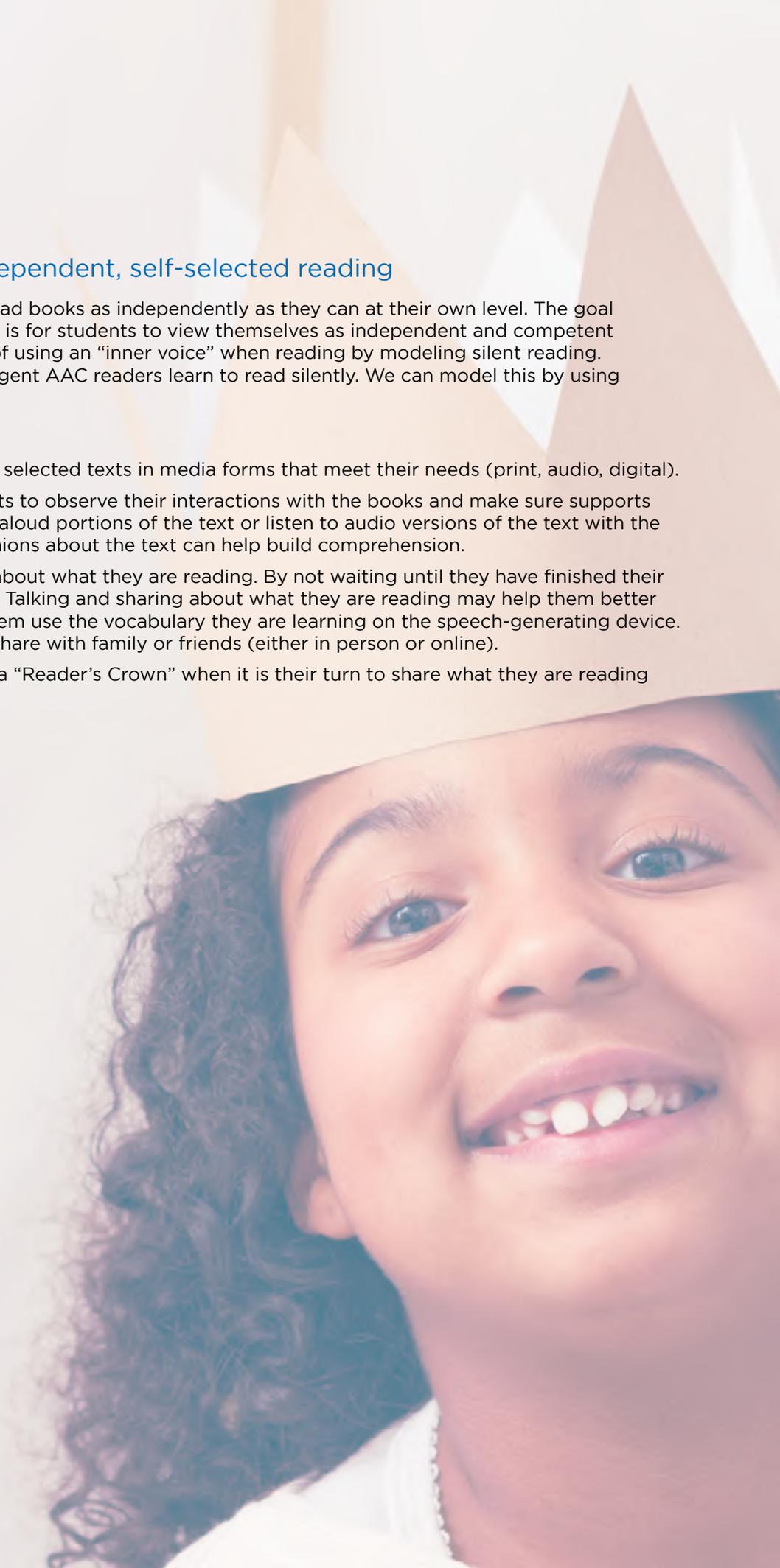
Anne	
<b>A</b>	Not <b>A</b>
Apple	Dog
Ant	Eat
Ask	Up

### 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?

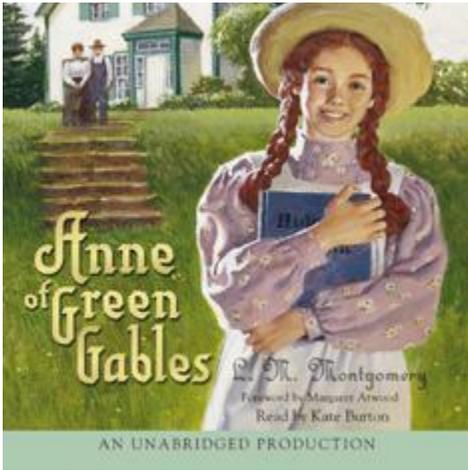
- Students select and read their own selected texts in media forms that meet their needs (print, audio, digital).
- The teacher meets with the students to observe their interactions with the books and make sure supports are in place. The teacher may read aloud portions of the text or listen to audio 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.

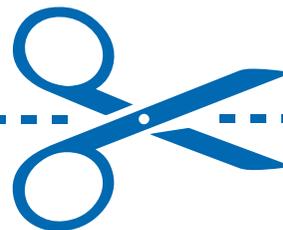
- Talk about students who have the short “a” sound in their names (“Anne starts with the “a” sound”).
- Pick a letter sound each day and have students clap when they hear that letter sound during the read-aloud.
- Review and complete the Book Item Grab Bag by talking about who used the item in the story.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

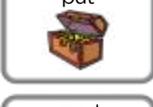
# Anne of Green Gables

## SMART CHARTS • LAMP WFL 84 Full

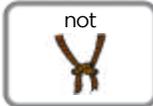
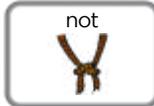
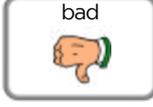
Try modeling the phrases in the charts below when talking about the story.

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		

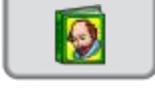
# Anne of Green Gables

## 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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>GIRL</b>. <b>SHE</b> lived a long time ago. <b>SHE</b> does <b>NOT LIKE</b> her red hair.</p> <p>I wonder what she does <b>LIKE</b>. (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: <b>SHE</b> is a <b>GIRL</b> 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.	<b>SHE</b> has red hair.
Point to pictures clues.	Ask a question.	What do you think <b>SHE</b> 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>A</b> throughout the story.	<b>SHE</b> has the letter <b>A</b> in her name. <b>HELP</b> me find the letter <b>A</b> 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 <b>HAIR</b> is red. <b>SHE</b> does <b>NOT LIKE</b> it.
Point to pictures.	Comment on what is happening.	<b>HE</b> 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 <b>LIVE</b> here. How do you think <b>SHE</b> will feel if <b>THEY</b> 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.	<b>THEY</b> 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 <b>THEY</b> 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 <b>SHE</b> think about her red <b>HAIR</b> ?
Stop and talk about what you just read–pause 5-8 seconds for response.	Ask questions to get your students’ opinion.	Do you think <b>THEY</b> should let her <b>LIVE</b> with them?

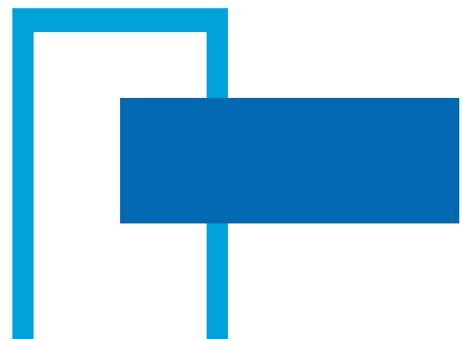
What you can do	What you can say	Examples to Model (Model words in bold)
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**After Reading:** Apply

Review the chapter.	Summarize the elements of today's reading.	<b>THEY</b> thought a boy was coming to <b>LIVE</b> with them. Anne came instead. <b>SHE</b> wants to <b>LIVE</b> with them. Anne was <b>NOT HAPPY</b> at the last <b>HOUSE</b> she lived in. <b>SHE</b> does <b>NOT LIKE</b> her red <b>HAIR</b> . <b>SHE</b> hopes she gets to <b>LIVE</b> 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?"	<table border="0"> <tr> <td data-bbox="1058 542 1239 649"><b>"a"</b> apple ant ask</td> <td data-bbox="1239 542 1528 649"><b>NOT "a"</b> bus shoe</td> </tr> </table> <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>	<b>"a"</b> apple ant ask	<b>NOT "a"</b> bus shoe
<b>"a"</b> apple ant ask	<b>NOT "a"</b> bus shoe			
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."	<b>SHE</b> does <b>NOT LIKE</b> her red <b>HAIR</b> . We will write Anne's name here because <b>SHE</b> does <b>NOT LIKE</b> her red <b>HAIR</b> .		

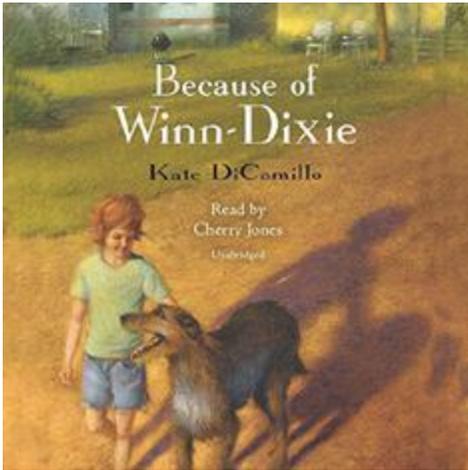
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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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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			
she			
it			
keep			
like			
make			
play			
work			

### LAMP WFL 84 Full

happy			
lonely			
loud			
where			
friend			
dad			
dog			

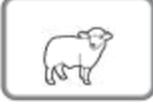
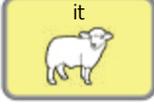
# Because of Winn Dixie

## SMART CHARTS • UNITY 84 Sequenced

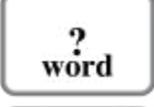
Try modeling the phrases in the charts below when talking about the story.

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

**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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>KEEP</b> the <b>DOG</b>. Her <b>DAD</b> said they could <b>KEEP IT</b>.</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

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

**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..

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

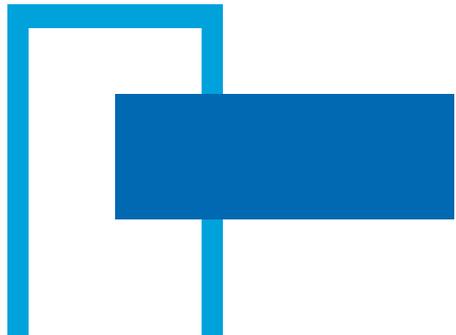
What you can do	What you can say	Examples to Model (Model words in bold)
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**After Reading:** Apply

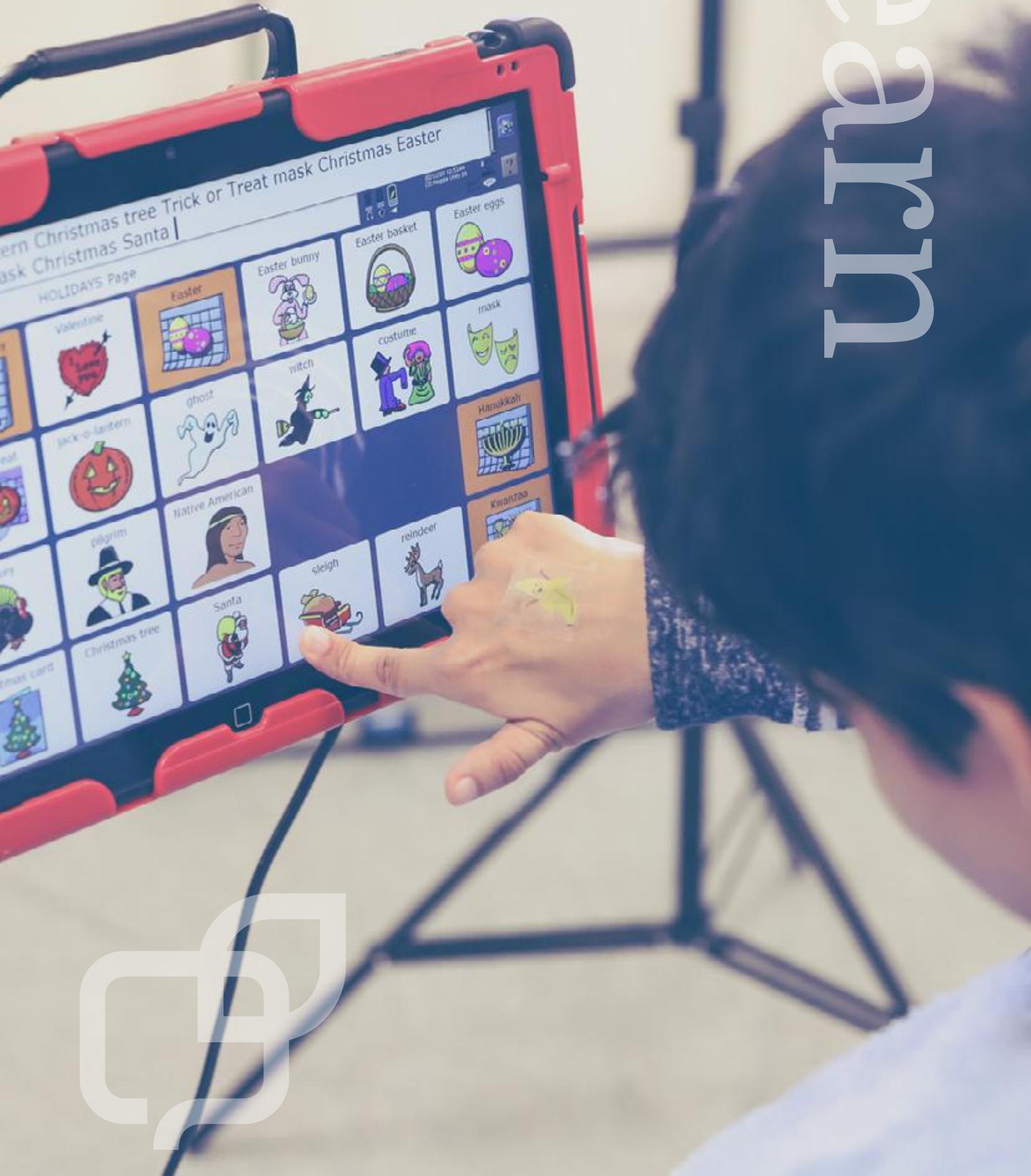
Review the chapter.	Summarize the elements of today's reading.	Opal saw the <b>DOG</b> in the store. Her <b>DAD</b> told her <b>SHE</b> could <b>KEEP IT</b> . <b>SHE</b> was very <b>HAPPY</b> . <b>SHE</b> named it Winn-Dixie. The <b>DOG</b> does not <b>LIKE</b> to be alone. It gets very <b>LOUD</b> . Her <b>DAD</b> took Winn-Dixie in the church and they were all <b>HAPPY</b> . Opal has a new <b>FRIEND</b> in the <b>DOG</b> .								
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?	<table border="0"> <tr> <td data-bbox="1083 583 1125 608"><b>"d"</b></td> <td data-bbox="1278 583 1372 608"><b>NOT "d"</b></td> </tr> <tr> <td data-bbox="1083 612 1141 638">door</td> <td data-bbox="1278 612 1319 638">bus</td> </tr> <tr> <td data-bbox="1083 642 1141 668">donut</td> <td data-bbox="1278 642 1336 668">shoe</td> </tr> <tr> <td data-bbox="1083 672 1125 697">deer</td> <td></td> </tr> </table> <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>	<b>"d"</b>	<b>NOT "d"</b>	door	bus	donut	shoe	deer	
<b>"d"</b>	<b>NOT "d"</b>									
door	bus									
donut	shoe									
deer										
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? <b>SHE</b> did. <b>SHE</b> wanted to <b>KEEP</b> a list of things to remember about her Mom. We'll write Opal's name here in the middle.								

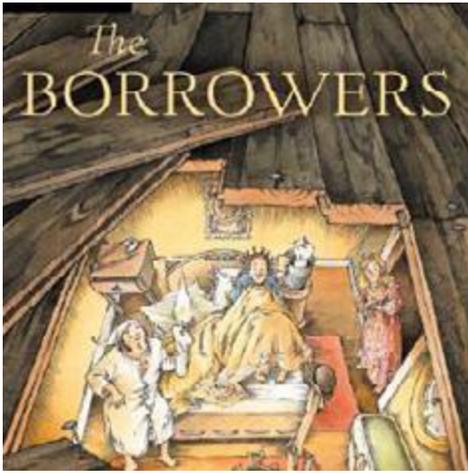
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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

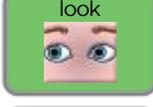
# The Borrowers

## SMART CHARTS • LAMP WFL 84 Full

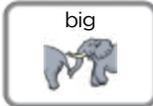
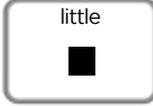
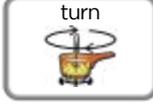
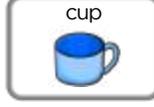
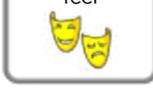
Try modeling the phrases in the charts below when talking about the story.

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			

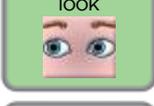
# The Borrowers

## 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	
		borrow	
		lost	

### Unity 84 Sequenced

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

**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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings or plots on Tar Heel Reader.</li> </ul>	<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 <b>LOOK</b> for the <b>LITTLE</b> people. They <b>BORROW THINGS</b>.</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 <b>LITTLE</b> people. They <b>BORROW THINGS</b> 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 <b>LOOK</b> so <b>LITTLE</b> .
Point to pictures clues.	Ask a question.	What do you think <b>SHE</b> 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>B</b> throughout the story.	They are called borrowers because they <b>BORROW THINGS</b> . Let's <b>LOOK</b> for the letter <b>B</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? <b>HE</b> wants to <b>LOOK</b> for one. <b>HE</b> wants to <b>BORROW</b> it.
Point to pictures.	Comment on what is happening.	<b>SHE</b> likes to <b>WRITE</b> . <b>SHE</b> wants to <b>GO OUTSIDE</b> .
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 <b>SHE</b> feels when she can't <b>GO OUTSIDE</b> ?
Stop and talk about what you just read—pause 5-8 seconds for response.	Ask questions to make it personal.	Have you ever <b>LOST</b> 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 <b>HE</b> 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 <b>BIG</b> or <b>LITTLE</b> ?
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 <b>LITTLE</b> ?

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 <b>LITTLE</b> people who <b>BORROW THINGS</b> from us. If you think you <b>LOST</b> something, the borrowers may have it. Arrietty wants to <b>GO OUTSIDE</b> , but her parents <b>WORRY</b> about her. SHE likes to <b>WRITE</b> in her diary. Her dad went to borrow a <b>CUP</b> and a boy saw him. Arrietty wants to go <b>BORROW THINGS</b> .								
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?	<table border="0"> <tr> <td data-bbox="1083 655 1125 683"><b>"b"</b></td> <td data-bbox="1273 655 1376 683"><b>NOT "b"</b></td> </tr> <tr> <td data-bbox="1083 683 1125 710">big</td> <td data-bbox="1273 683 1323 710">dog</td> </tr> <tr> <td data-bbox="1083 710 1125 738">bus</td> <td data-bbox="1273 710 1314 738">car</td> </tr> <tr> <td data-bbox="1083 738 1125 766">ball</td> <td></td> </tr> </table> <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>	<b>"b"</b>	<b>NOT "b"</b>	big	dog	bus	car	ball	
<b>"b"</b>	<b>NOT "b"</b>									
big	dog									
bus	car									
ball										
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? <b>HE</b> did. <b>HE</b> went to <b>LOOK</b> for a <b>CUP</b> . Homily, the mom, asked him to <b>GO BORROW</b> it. We can write Podd's name in the middle since <b>HE</b> went to <b>BORROW</b> the <b>CUP</b> .								

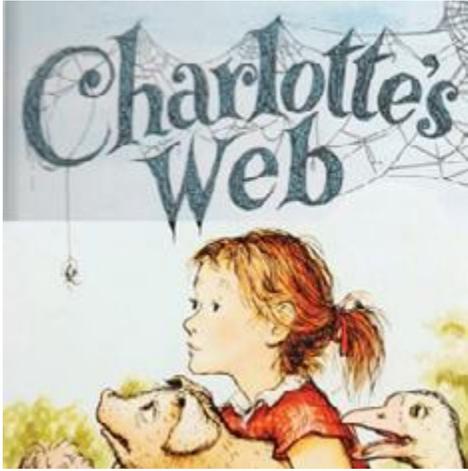
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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

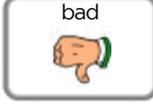
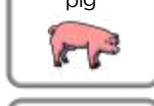
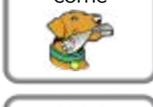
Try modeling the phrases in the charts below when talking about the story.

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

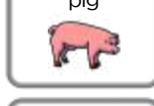
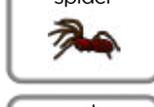
Try modeling the phrases in the charts below when talking about the story.

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		pig	
spider		INSECTS		spider	
web		ANIMAL HOMES		web	

**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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings or plots on Tar Heel Reader.</li> </ul>	<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 <b>SPECIAL PIG</b> named Wilbur. <b>SHE</b> wants to <b>HELP</b> 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

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

**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..

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

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 <b>SAVE</b> the <b>PIG</b> . <b>SHE</b> named him Wilbur. <b>SHE</b> fed him milk with a baby bottle. <b>HE</b> had to <b>GO</b> live on <b>HER</b> Uncle's farm. <b>HE</b> met lots of animals. One of <b>HIS</b> new friends is Charlotte, a <b>SPIDER</b> .		
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?	<table border="0"> <tr> <td data-bbox="1058 544 1252 661"><b>"p"</b> pie play pop</td> <td data-bbox="1252 544 1526 661"><b>NOT "p"</b> bus shoe</td> </tr> </table> <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>	<b>"p"</b> pie play pop	<b>NOT "p"</b> bus shoe
<b>"p"</b> pie play pop	<b>NOT "p"</b> bus shoe			
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. <b>SHE</b> used it to feed <b>HER PIG</b> Wilbur. We'll write Fern's name here in the middle because <b>SHE</b> used the bottle in the story.		

**Independent, Self-Selected Reading and Shared Writing**

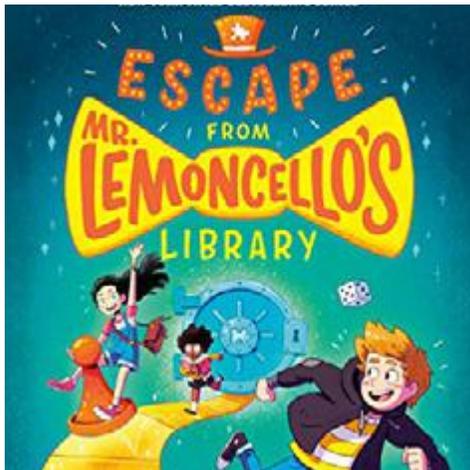
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p><b>Find books from:</b></p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</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





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

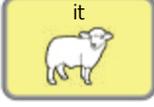
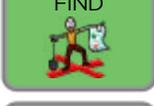
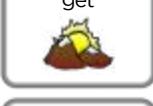
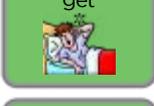
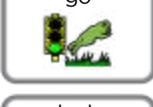
# Escape from Mr. Lemincello's Library

## SMART CHARTS • LAMP WFL 84 Full

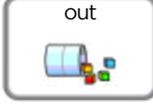
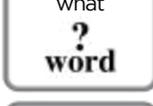
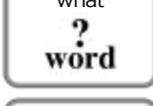
Try modeling the phrases in the charts below when talking about the story.

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

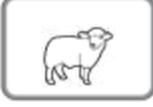
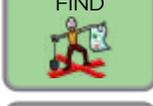
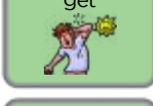
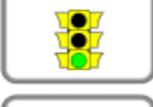
# Escape from Mr. Lemincello's Library

## SMART CHARTS • UNITY 84 Sequenced

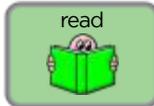
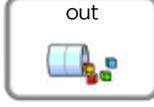
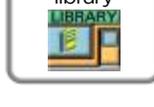
Try modeling the phrases in the charts below when talking about the story.

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)

**Build Background Knowledge:** Complete the Book Item Grab Bag

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>LIBRARY</b>. The kids want to <b>GO</b>.</p> <p>I wonder what it will <b>LOOK</b> 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.	<b>HE</b> is wearing a black hat.
Point to pictures clues.	Ask a question.	What do you think <b>HE</b> 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>L</b> throughout the story.	This book is about a <b>LIBRARY</b> . <b>LIBRARY</b> starts with the letter <b>L</b>
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 <b>GO</b> to the <b>LIBRARY</b> . <b>HE</b> forgot to write his paper at home.
Point to pictures.	Comment on what is happening.	<b>THEY</b> 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 <b>HE</b> 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 <b>GET</b> from the <b>LIBRARY</b> ?
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 <b>HE</b> 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 <b>GET</b> to sleep <b>IN</b> the <b>LIBRARY</b> ? (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.	<b>THEY</b> have a new <b>LIBRARY</b> . The winners of the contest <b>GET</b> to sleep <b>IN IT</b> . <b>THEY GET</b> to play games and win prizes. Kyle forgot to write his paper at home. <b>HE</b> wrote <b>IT</b> quickly at school. <b>THEY</b> 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?	<table border="0"> <tr> <td data-bbox="1058 491 1224 780"><b>"L"</b> look like leg</td> <td data-bbox="1224 491 1526 780"><b>NOT "L"</b> bus shoe</td> </tr> </table> <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>	<b>"L"</b> look like leg	<b>NOT "L"</b> bus shoe
<b>"L"</b> look like leg	<b>NOT "L"</b> bus shoe			
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 <b>GO</b> to the new <b>LIBRARY</b> . <b>HE</b> forgot to write his paper for the contest at home. <b>HE</b> 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**

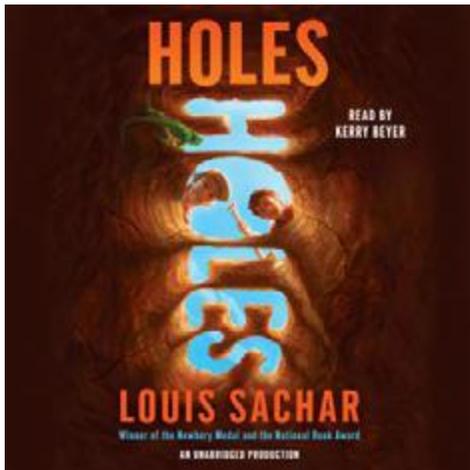
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p><b>Find books from:</b></p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</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

ed



LOUIS SACHER

## 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	he	he
she	she	she
it	it	it
dig	do	DIG dig
find	find	FIND find
help	help	help
look	look	look
mean	think	MEAN mean

### LAMP WFL 84 Full

take	slow	take
work	work	work
hard	work	hard
hot	turn	hot
thirsty	drink	thirsty
shovel	work	TOOLS shovel
water	drink	water

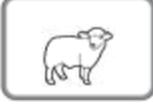
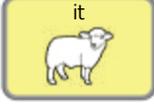
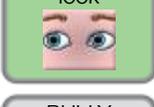
# Holes

## SMART CHARTS • UNITY 84 Sequenced

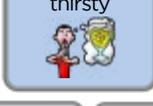
Try modeling the phrases in the charts below when talking about the story.

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		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		shovel	
water		water					

**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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>DIG</b> many holes. It is <b>HOT WORK</b>.</p> <p>I wonder why they have to <b>DIG</b> 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

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

**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..

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

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 <b>TOOK</b> shoes. <b>HE</b> had to go to Camp Green Lake. <b>IT</b> was not nice! He met other boys. They all have to <b>DIG</b> . Mr. Sir, a guard at the camp, is <b>MEAN</b> . <b>HE</b> gets a bottle for <b>WATER</b> . <b>WORK</b> at this camp is <b>HARD</b> .		
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?	<table border="0"> <tr> <td data-bbox="1058 521 1230 808"><b>"S"</b> sun soap silly</td> <td data-bbox="1230 521 1526 808"><b>NOT "S"</b> bus chair</td> </tr> </table> <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>	<b>"S"</b> sun soap silly	<b>NOT "S"</b> bus chair
<b>"S"</b> sun soap silly	<b>NOT "S"</b> bus chair			
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 <b>TOOK</b> the shoes? Stanley got in trouble because people thought <b>HE TOOK</b> the shoes. We write his name here in the middle because <b>HE</b> used the shoes in the story.		

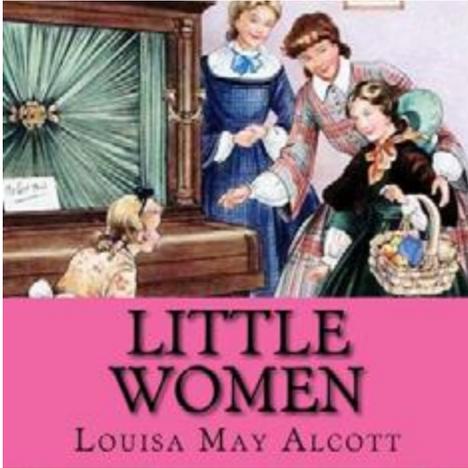
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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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imaginative





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

### LAMP WFL 84 Full

write	my	write
happy	feel	happy
sad	feel	sad
sick	feel	sick
more	more	more
when	what	when
	?	word
together	there	together
girl	follow	girl

LOUISA MAY ALCOTT

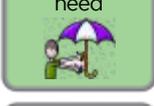
# Little Women

## SMART CHARTS • UNITY 84 Sequenced

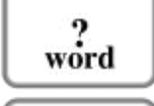
Try modeling the phrases in the charts below when talking about the story.

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)

**Build Background Knowledge:** Complete the Book Item Grab Bag

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>TOGETHER</b>. One <b>GIRL</b> likes to <b>PLAY</b> piano. One <b>GIRL</b> likes to <b>WRITE</b>.</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

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

**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..

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

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 <b>TOGETHER</b> . Each <b>GIRL</b> likes to do different things. Beth likes to <b>PLAY</b> the Piano. Jo <b>WRITES</b> . Meg is <b>HAPPY</b> when she goes to a dance. Amy wants people to like <b>HER</b> . <b>THEY HELP</b> others who don't have much <b>MONEY</b> .		
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?	<table border="0"> <tr> <td data-bbox="1080 576 1169 689"><b>"j"</b> jump juice George</td> <td data-bbox="1273 576 1372 661"><b>NOT "j"</b> bus chair</td> </tr> </table> <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>	<b>"j"</b> jump juice George	<b>NOT "j"</b> bus chair
<b>"j"</b> jump juice George	<b>NOT "j"</b> bus chair			
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	<b>THEY</b> don't have a lot of <b>MONEY</b> . Some people <b>NEED MORE HELP</b> . We'll write the March family here in the middle because they <b>HELP</b> those who <b>NEED MONEY</b> .		

**Independent, Self-Selected Reading and Shared Writing**

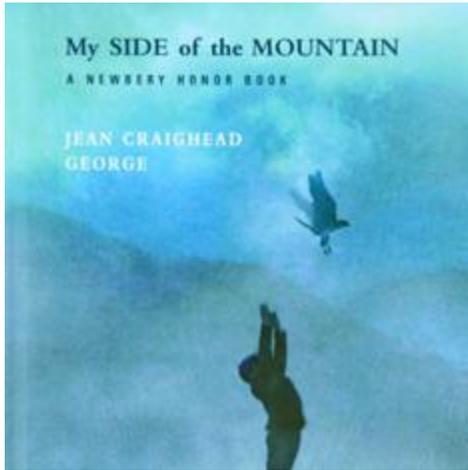
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p><b>Find books from:</b></p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</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.

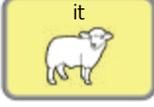
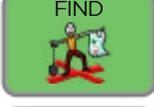
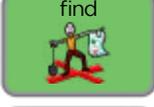
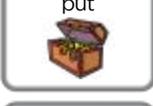
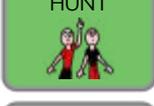
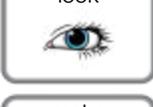
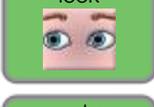
# My Side of the Mountain

## SMART CHARTS • LAMP WFL 84 Full

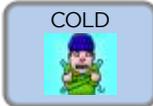
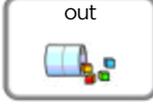
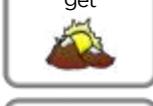
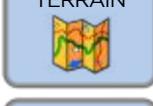
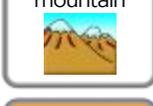
Try modeling the phrases in the charts below when talking about the story.

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			

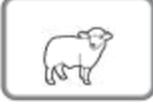
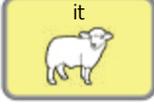
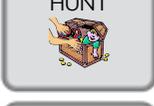
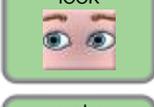
# My Side of the Mountain

## SMART CHARTS • UNITY 84 Sequenced

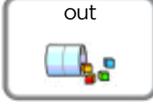
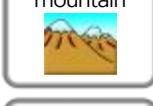
Try modeling the phrases in the charts below when talking about the story.

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		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)

**Build Background Knowledge:** Complete the Book Item Grab Bag

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>LIVE</b> on a <b>MOUNTAIN</b>. He will have to <b>HUNT</b> for <b>HIS FOOD</b>.</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 <b>MOUNTAIN</b> 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 <b>OUT</b> somewhere.
Point to pictures clues.	Ask a question.	Where do you think <b>HE</b> 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>M</b> throughout the story.	Sam lives on a <b>MOUNTAIN</b> . <b>MOUNTAIN</b> starts with the letter <b>M</b> .
Remind students of the objects in the book grab bag when they appear in the story.	Example: Nuts	<b>HE</b> has to <b>HUNT</b> for <b>FOOD</b> . Remember we talked about nuts before we read the story. <b>HE</b> will <b>FIND</b> nuts to eat.
Point to pictures.	Comment on what is happening.	<b>HE</b> used to <b>LIVE</b> in the city. <b>HE</b> made a home in a <b>TREE</b> .
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 <b>HE</b> feels about having to <b>HUNT</b> for <b>FOOD</b> ?
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 <b>HE</b> will <b>FIND</b> next.
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	<b>HE</b> decided to <b>MAKE</b> something his home. What does he <b>LIVE</b> 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 <b>LIVE IN</b> a <b>TREE</b> ?

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 <b>LIVE IN</b> the city. He went to <b>LIVE IN</b> a <b>TREE</b> on a <b>MOUNTAIN. HE</b> has to <b>HUNT</b> for <b>FOOD. HE</b> went to the library to <b>LOOK</b> for ways to <b>LIVE</b> in the woods. <b>HIS BIRD</b> is <b>HIS</b> 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?	<table border="0"> <tr> <td data-bbox="1058 527 1239 640"><b>"m"</b> my mom more</td> <td data-bbox="1239 527 1526 640"><b>NOT "m"</b> bus shoe</td> </tr> </table> <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>	<b>"m"</b> my mom more	<b>NOT "m"</b> bus shoe
<b>"m"</b> my mom more	<b>NOT "m"</b> bus shoe			
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.	<b>HE</b> has to <b>LOOK</b> for nuts. <b>HE</b> can't go to the grocery. <b>HE</b> has to <b>HUNT</b> for <b>HIS FOOD</b> . We will write Sam's name in the middle because <b>HE</b> finds nuts in the story.		

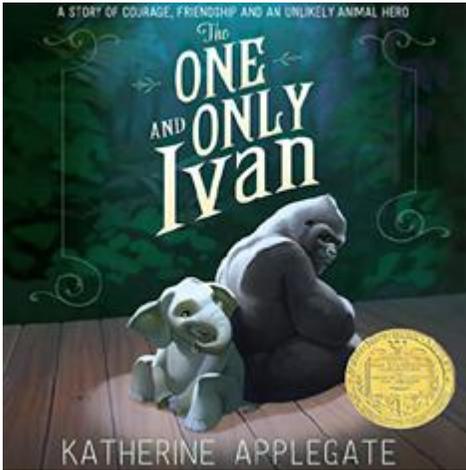
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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 APPELEGATE**

# 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.

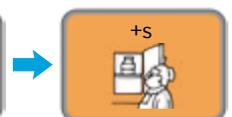
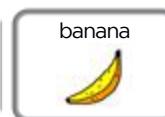
**Provide Independent, Self-selected Reading.**

- 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.



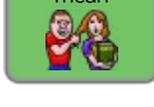
# The One and Only Ivan

## SMART CHARTS • LAMP WFL 84 Full

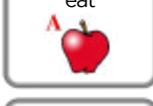
Try modeling the phrases in the charts below when talking about the story.

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			
she			
it			
color			
get			
hurt			
mean			

### LAMP WFL 84 Full

watch			
want			
happy			
sad			
art			
banana			
friend			
out			

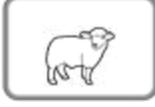
# The One and Only Ivan

## 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)

### Build Background Knowledge: Complete the Book Item Grab Bag

- 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 story.

Ivan is a gorilla. **HE** likes to **COLOR**. **HE** likes to make **ART**.

I wonder what else he likes to do. (pause to invite students to guess).

### 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)
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**After Reading:** Apply

Review the chapter.	Summarize the elements of today's reading.	Ivan is a gorilla. <b>HE</b> likes to <b>COLOR</b> . <b>HE</b> says <b>HE</b> lives in a glass box. Julia is his <b>FRIEND</b> . <b>HE</b> likes to <b>WATCH</b> her <b>COLOR</b> . <b>HE</b> likes to make <b>ART</b> . Mack sells <b>IT</b> . Sometimes <b>HE</b> gets to <b>WATCH TV</b> . <b>HE</b> has an elephant <b>FRIEND</b> and a dog <b>FRIEND</b> .								
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?	<table border="0"> <tr> <td data-bbox="1083 583 1125 612"><b>"g"</b></td> <td data-bbox="1273 583 1376 612"><b>NOT "g"</b></td> </tr> <tr> <td data-bbox="1083 612 1116 642">go</td> <td data-bbox="1273 612 1314 642">bus</td> </tr> <tr> <td data-bbox="1083 642 1125 672">get</td> <td data-bbox="1273 642 1331 672">shoe</td> </tr> <tr> <td data-bbox="1083 672 1149 702">green</td> <td></td> </tr> </table> <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>	<b>"g"</b>	<b>NOT "g"</b>	go	bus	get	shoe	green	
<b>"g"</b>	<b>NOT "g"</b>									
go	bus									
get	shoe									
green										
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? <b>HE</b> likes to <b>COLOR</b> . Julia likes to <b>COLOR</b> . Ivan makes <b>ART</b> that others buy. We can write Ivan and Julia's names here in the middle because they both use crayons.								

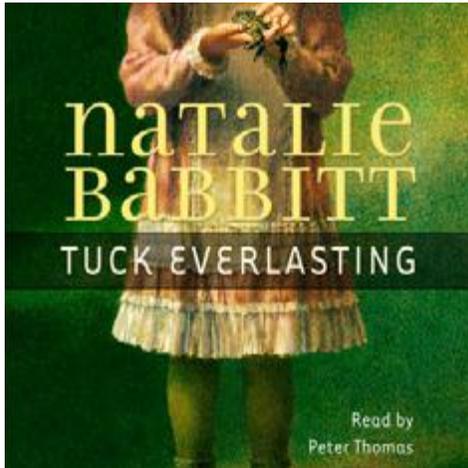
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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.

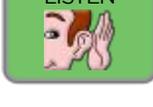
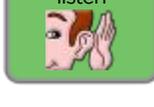
# Tuck Everlasting

## SMART CHARTS • LAMP WFL 84 Full

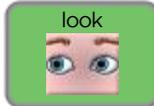
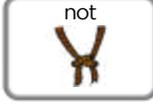
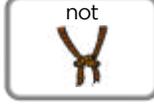
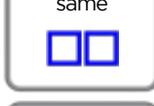
Try modeling the phrases in the charts below when talking about the story.

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			
she			
they			
come			
drink			
grow			
listen			

### LAMP WFL 84 Full

look			
tell			
not			
again			
same			
old			
water			
up			

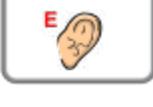
# Tuck Everlasting

## SMART CHARTS • UNITY 84 Sequenced

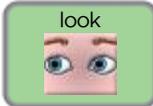
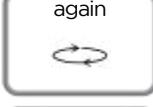
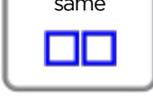
Try modeling the phrases in the charts below when talking about the story.

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)

**Build Background Knowledge:** Complete the Book Item Grab Bag

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>NOT GROW</b> 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 <b>Ts</b> 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. <b>SHE</b> is reading.
Point to pictures clues.	Ask a question.	What do you think <b>SHE</b> 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>T</b> throughout the story.	The family's last name is Tuck. It starts with a <b>T</b> . Help me find the letter <b>T</b> 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.	<b>SHE</b> was lonely. <b>SHE</b> did <b>NOT</b> have any friends. <b>SHE</b> talked to the toad.
Point to pictures.	Comment on what is happening.	<b>SHE</b> 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 <b>SAME</b> ?
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 <b>SHE</b> will drink the <b>WATER</b> .
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 <b>GROW</b> old or stay the <b>SAME</b> ?
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 <b>SAME</b> and <b>NOT GROW UP</b> ?

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. <b>SHE</b> sees a boy drinking <b>WATER</b> . <b>HE</b> tells her <b>NOT</b> to drink it. His family has a secret. <b>THEY</b> do <b>NOT GROW</b> old. Special <b>WATER</b> keeps them the <b>SAME</b> . <b>THEY</b> do <b>NOT</b> want Winnie to <b>TELL</b> 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?	<table border="0"> <tr> <td data-bbox="1080 555 1146 666"><b>"t"</b> two truck top</td> <td data-bbox="1273 555 1372 638"><b>NOT "t"</b> bus shoe</td> </tr> </table> <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>	<b>"t"</b> two truck top	<b>NOT "t"</b> bus shoe
<b>"t"</b> two truck top	<b>NOT "t"</b> bus shoe			
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? <b>SHE</b> did. Winnie talked to the toad at the beginning of the story. At the end of the story <b>SHE</b> poured the special <b>WATER</b> on it. It did <b>NOT GROW</b> older. We write her name here in the middle because <b>SHE</b> talked to the toad in the story.		

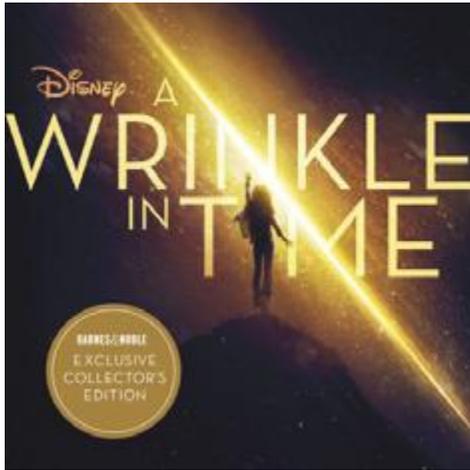
**Independent, Self-Selected Reading and Shared Writing**

<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><b>Find books from:</b></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

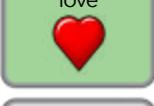
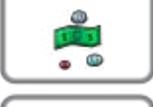
# A Wrinkle in Time

## SMART CHARTS • UNITY 84 Sequenced

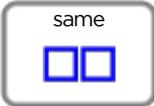
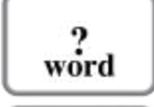
Try modeling the phrases in the charts below when talking about the story.

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)

**Build Background Knowledge:** Complete the Book Item Grab Bag

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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 <b>SPACE</b> and <b>TRAVEL</b></p> <p>I wonder why they have to <b>TRAVEL</b> to <b>SPACE</b>. (pause to invite students to guess)</p>
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**Getting Ready to Read:** Look at the cover of the book/chapter summary

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

**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..

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

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 <b>FEEL BAD</b> . Their <b>DAD</b> is gone. <b>THEY</b> want to know <b>WHERE</b> he is. Mrs. Who says <b>THEY</b> will go <b>FIND</b> their <b>DAD</b> .		
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?	<table border="0"> <tr> <td data-bbox="1058 476 1224 587"><b>"s"</b> sun soap silly</td> <td data-bbox="1224 476 1528 587"><b>NOT "s"</b> bus chair</td> </tr> </table> <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>	<b>"s"</b> sun soap silly	<b>NOT "s"</b> bus chair
<b>"s"</b> sun soap silly	<b>NOT "s"</b> bus chair			
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. <b>SHE</b> had many scarves. We write her name here because <b>SHE</b> had the scarf in the story.		

**Independent, Self-Selected Reading and Shared Writing**

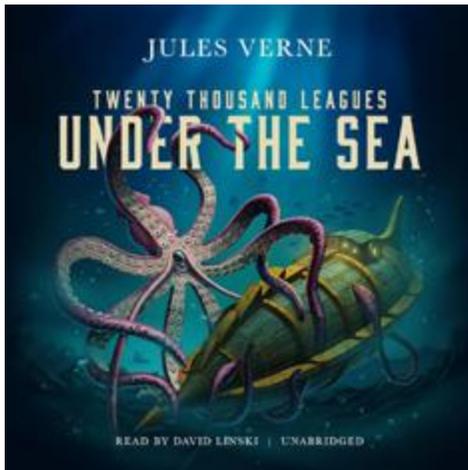
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p><b>Find books from:</b></p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</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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inspiration





## 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-Saltillo Ambassador who uses an Accent 1400 with Unity 144 sequenced vocabulary.

JULES VERNE

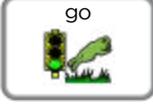
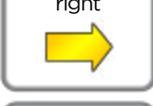
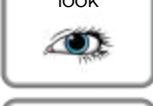
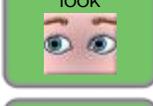
# 20,000 Leagues Under the Sea

## SMART CHARTS • LAMP WFL 84 Full

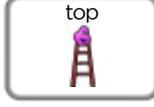
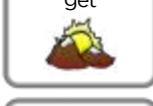
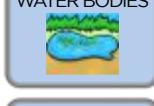
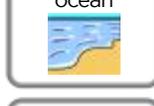
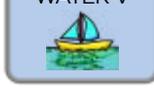
Try modeling the phrases in the charts below when talking about the story.

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

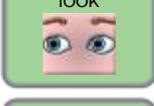
# 20,000 Leagues Under the Sea

## 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		leave	
look		look			
wants		wants			
large		LARGE		large	

### Unity 84 Sequenced

not		not			
this		this			
top		top			
under		under			
yikes		yikes			
ocean		NATURE		ocean	
submarine		VEHICLES		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"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<p>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.</p>	<p>This story is about the <b>OCEAN</b>. Men spend time <b>UNDER</b> the <b>OCEAN</b>. They <b>LOOK</b> for sea animals and plants. <b>WE</b> will <b>LOOK</b> at some videos and read about their adventures on a <b>SUBMARINE</b>.</p>
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**Getting Ready to Read:** Look at the cover of the book/chapter summary

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

**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..

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

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 asked Pierre to <b>HELP LOOK</b> for a <b>LARGE</b> sea monster. He and his helpers fall in the <b>OCEAN</b> . They float on <b>TOP</b> of the water. Someone comes to <b>HELP</b> them. They do <b>NOT</b> 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?	<table border="0"> <tr> <td data-bbox="1080 527 1125 555"><b>"n"</b></td> <td data-bbox="1273 527 1372 555"><b>NOT "n"</b></td> </tr> <tr> <td data-bbox="1080 559 1125 587">no</td> <td data-bbox="1273 559 1318 587">bus</td> </tr> <tr> <td data-bbox="1080 591 1125 619">new</td> <td data-bbox="1273 591 1334 619">chair</td> </tr> <tr> <td data-bbox="1080 623 1125 651">nice</td> <td></td> </tr> </table> <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>	<b>"n"</b>	<b>NOT "n"</b>	no	bus	new	chair	nice	
<b>"n"</b>	<b>NOT "n"</b>									
no	bus									
new	chair									
nice										
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. <b>HE</b> wrote books about the <b>OCEAN</b> . <b>THIS</b> is why they asked him to <b>HELP</b> . We write his name in the middle since <b>HE</b> 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><b>Find books from:</b></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.



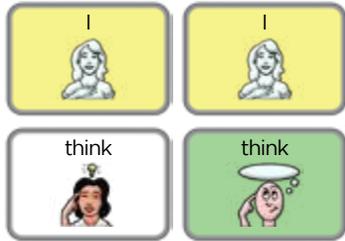
# Book Tasting Menu

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.

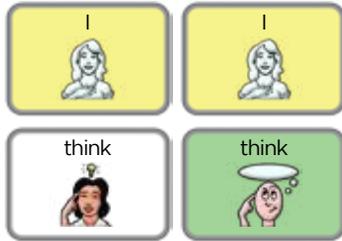
Book Title 1

Book Title 2

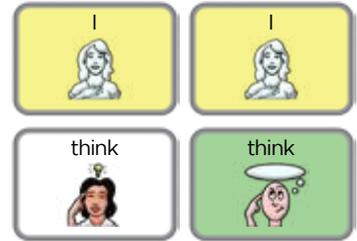
Book Title 3



I think



I think



I think



Good



Good



Good



Okay



Okay



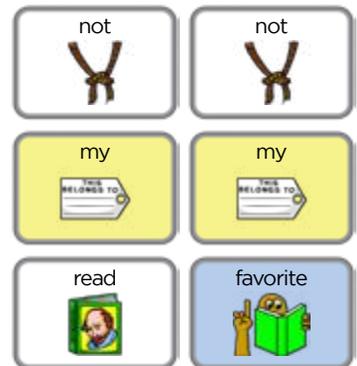
Okay



Not my favorite



Not my favorite



Not my favorite

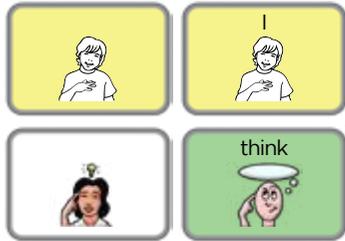
# Book Tasting Menu

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.

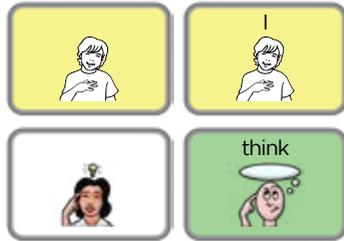
Book Title 1

Book Title 2

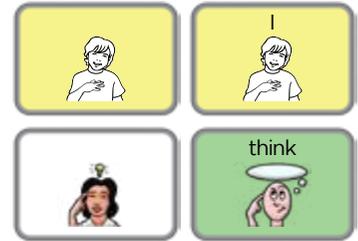
Book Title 3



I think



I think



I think



Good



Good



Good



Okay



Okay



Okay



Not my favorite



Not my favorite



Not my favorite

# 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

Good	Okay	Not Favorite
Total	Total	Total

Book Title 2

Good	Okay	Not Favorite
Total	Total	Total

Book Title 3

Good	Okay	Not Favorite
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:

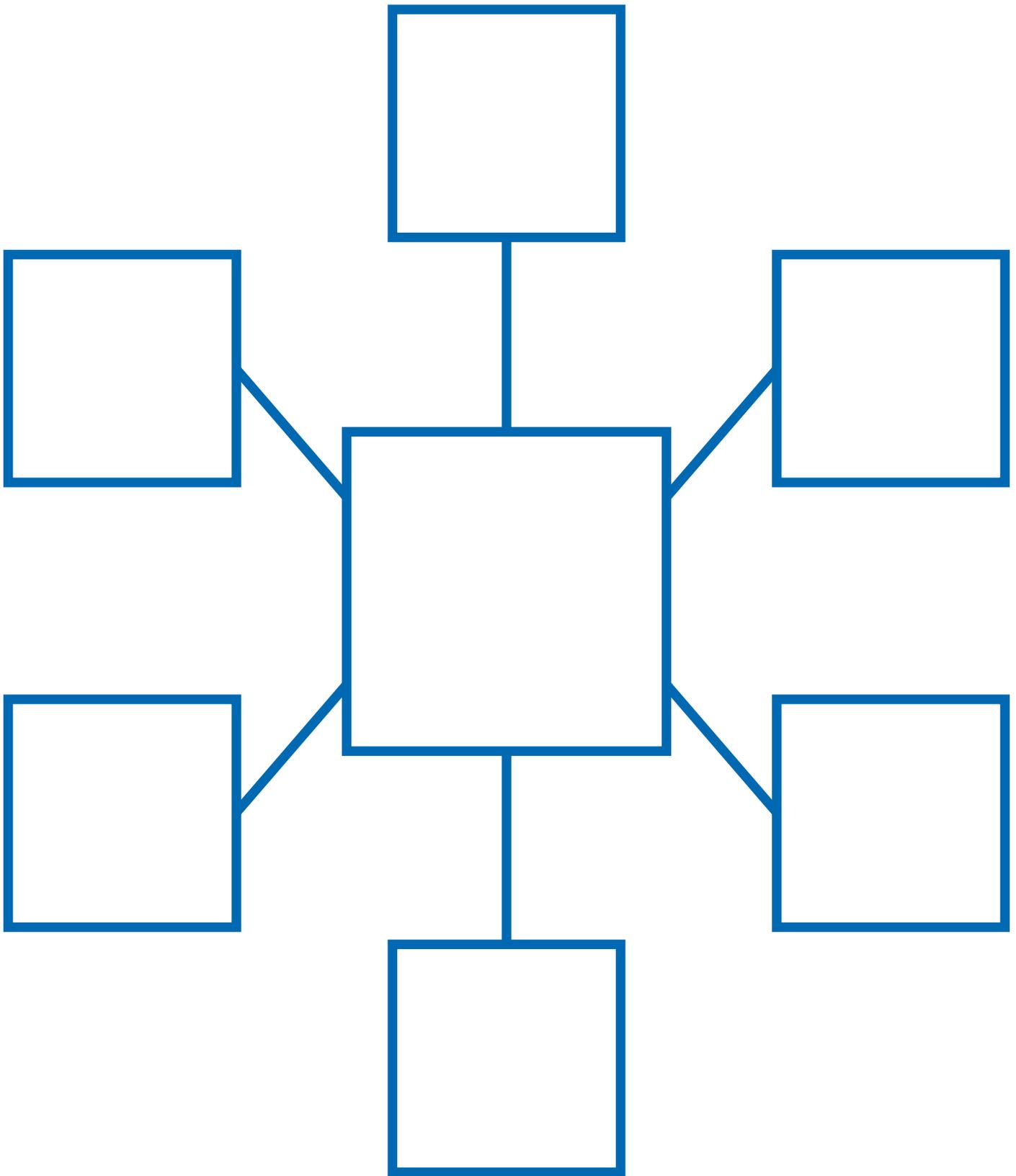
What do you **do** with it?

**Who** used it in the book?

**What** else do I know?

**Where** would I find it?

What is it **made** out of?



**Build Background Knowledge:** Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> <li>• Watch the movie trailer on YouTube.</li> <li>• Read books about the characters, settings, or plots on Tar Heel Reader.</li> </ul>	<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>	
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**Getting Ready to Read:** Look at the cover of the book/chapter summary.

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

**During Reading:** As you read the story/chapter.

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

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>	<table border="0"> <tr> <td data-bbox="1058 478 1222 638">"____"</td> <td data-bbox="1222 478 1528 638"><b>NOT "____"</b></td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <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>	"____"	<b>NOT "____"</b>	_____	_____	_____	_____	_____	_____
"____"	<b>NOT "____"</b>									
_____	_____									
_____	_____									
_____	_____									
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.**

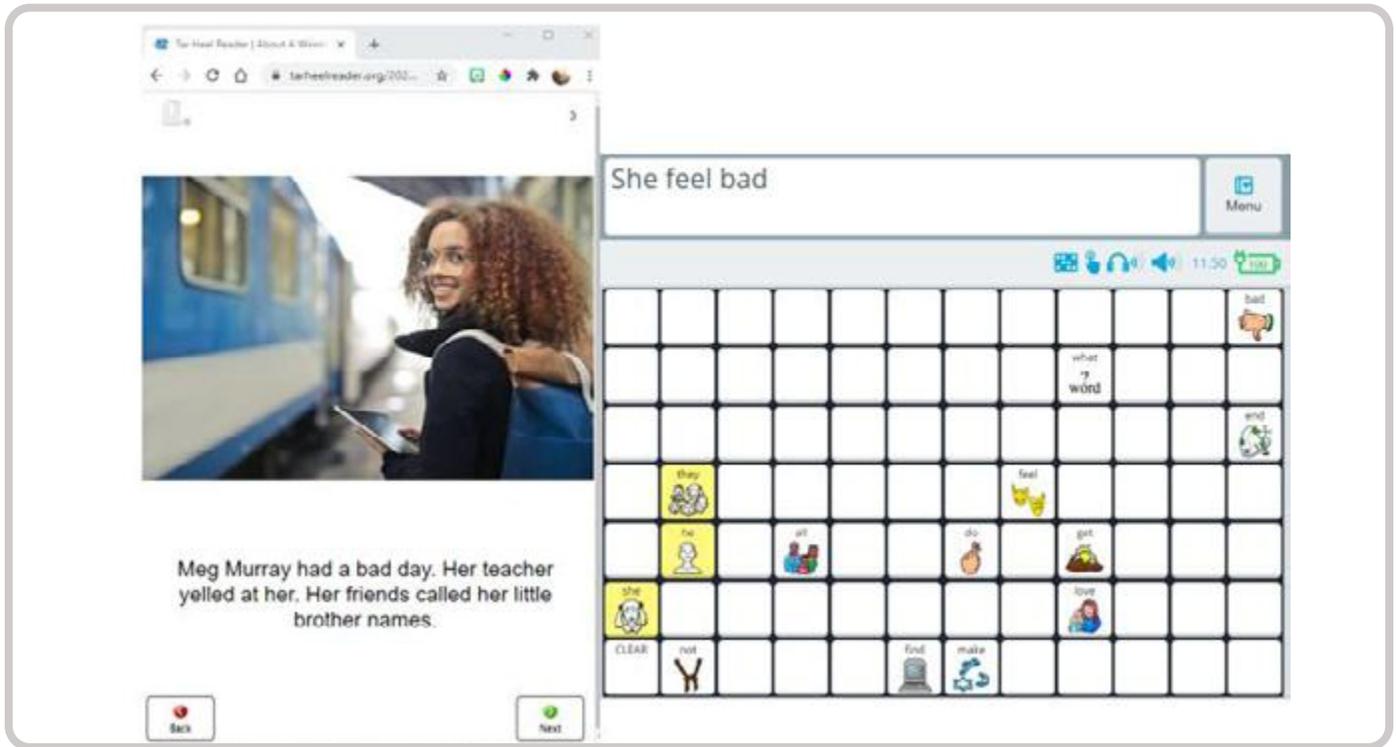
<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p><b>Find books from:</b></p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</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.**

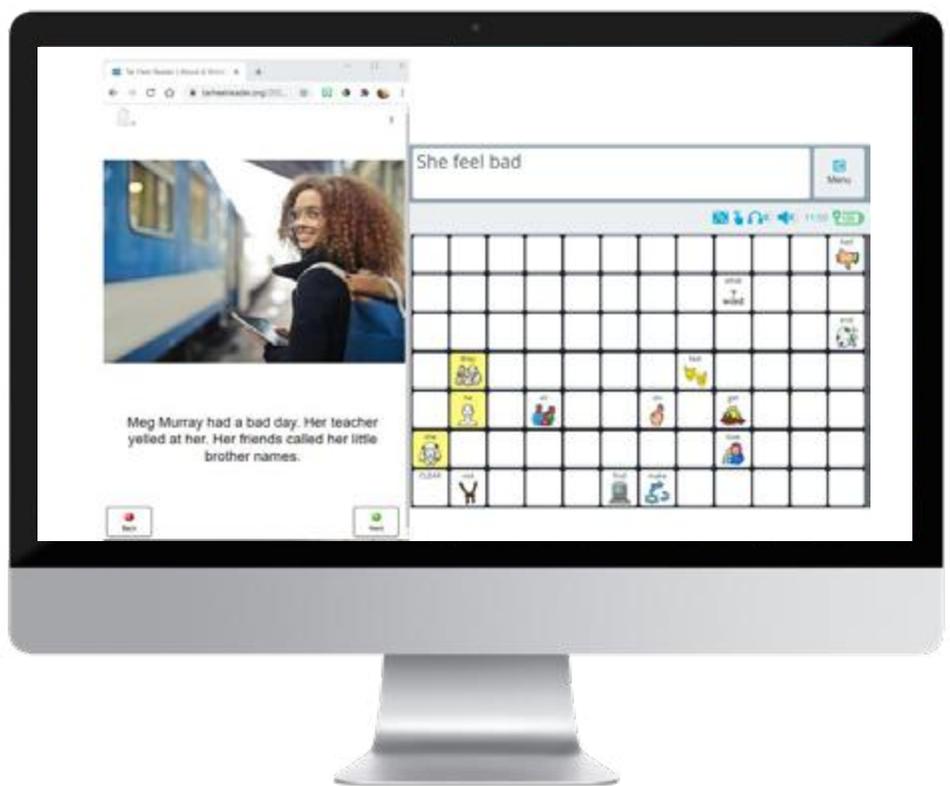




When projecting to a Smart Board in the classroom or presenting online, re-size the browser tab with your Tar Heel Reader story and your PASS or Empower Demo software on your computer so you can read the text on the page and then model to the group. **Vocabulary builder was used in this example to highlight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

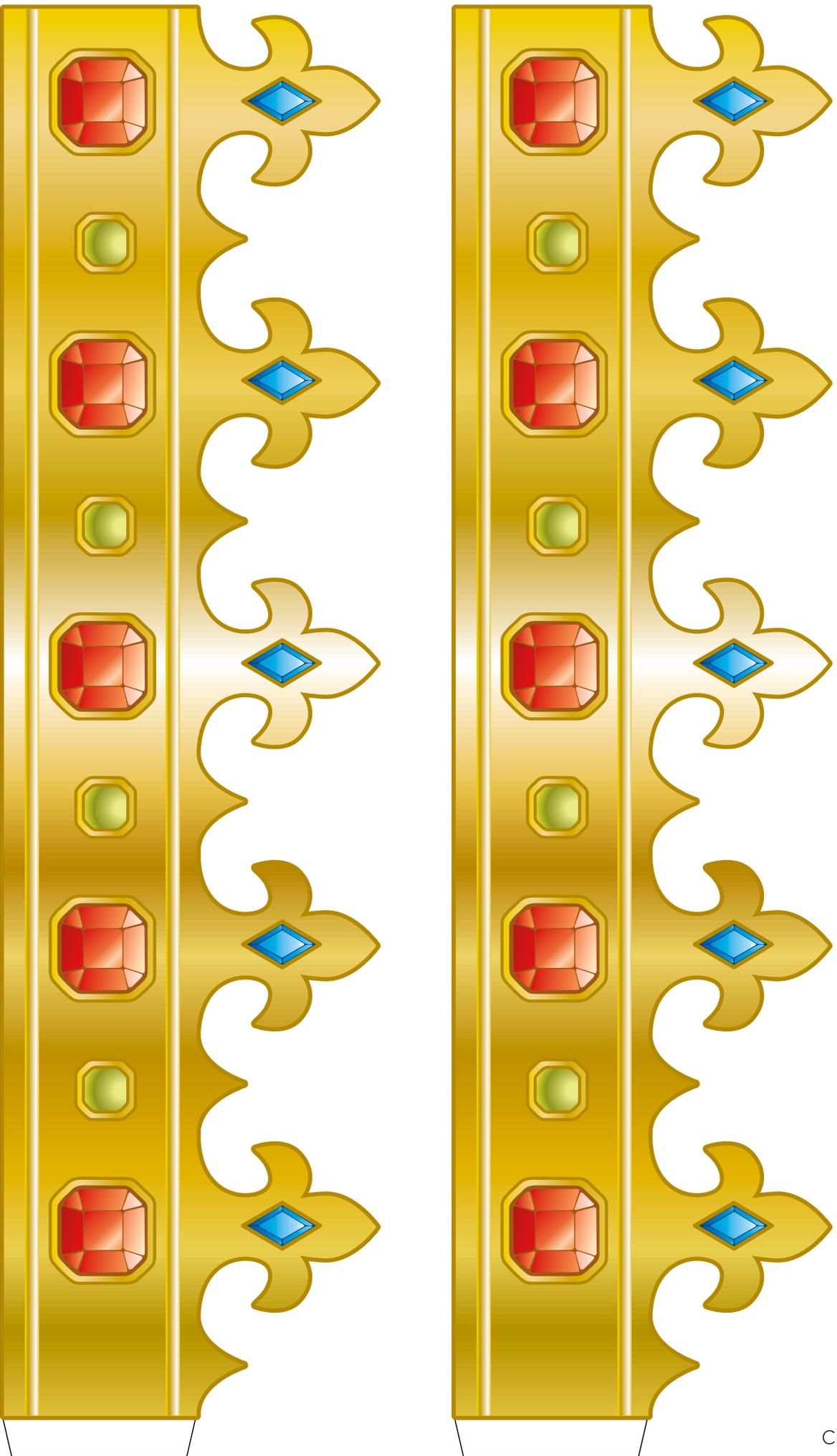


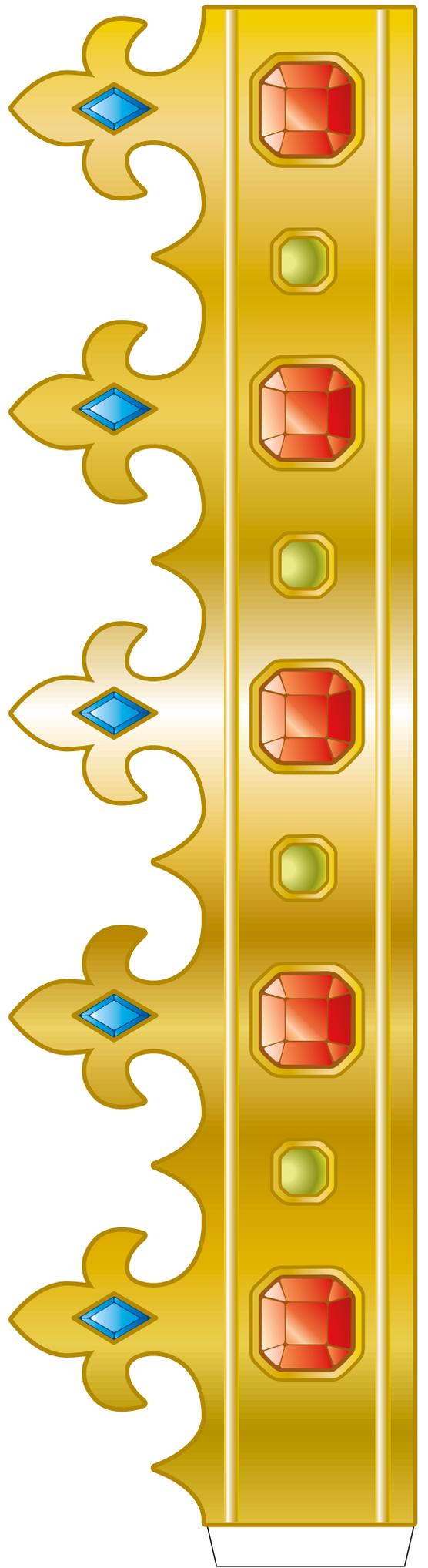
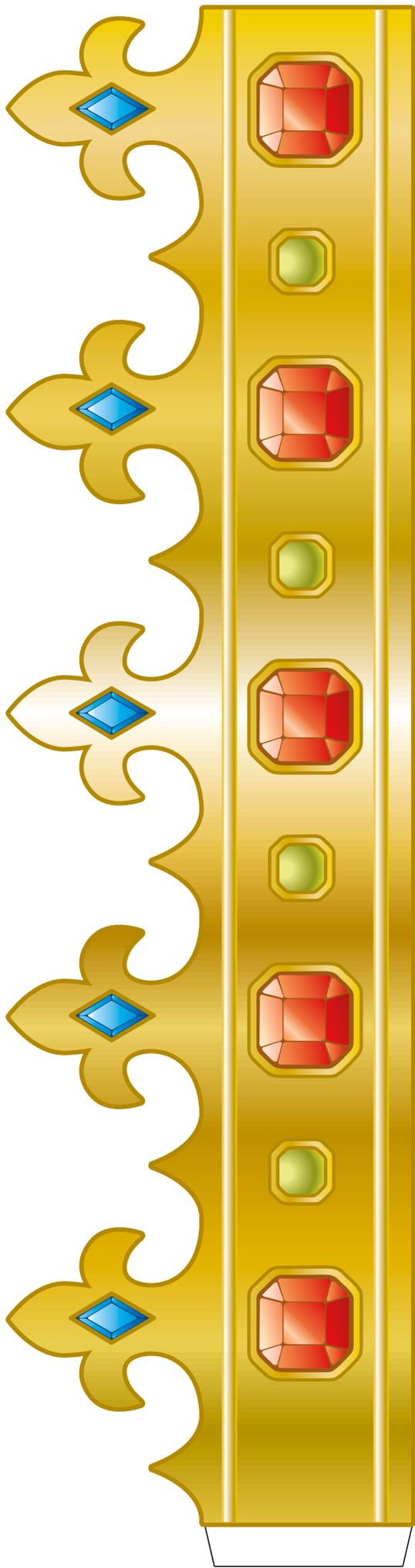
You can use the same strategy when reading online during a teletherapy or e-learning session. Check out our AAC Teletips resources to learn about screen sharing and video platform requirements.

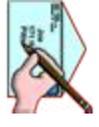
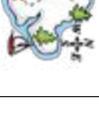
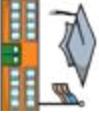
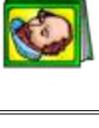


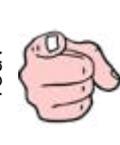
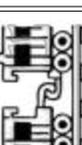
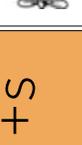
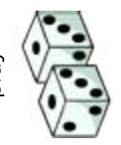
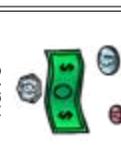
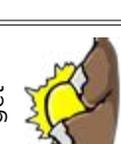
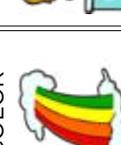
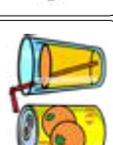
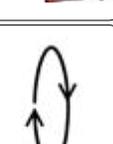
**Reading Crown**

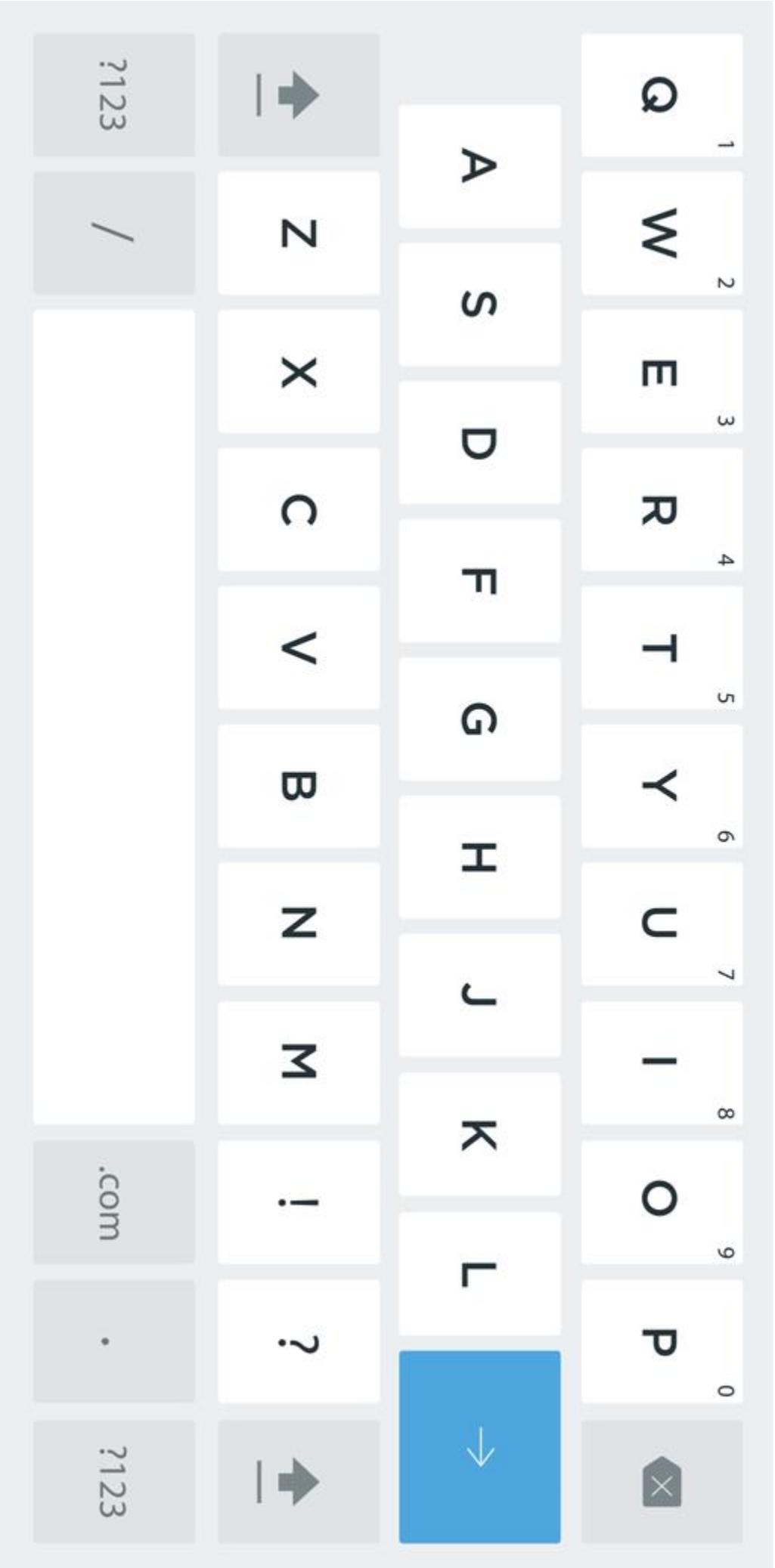
Cut out the crown shapes and tape them together to make a larger crown.

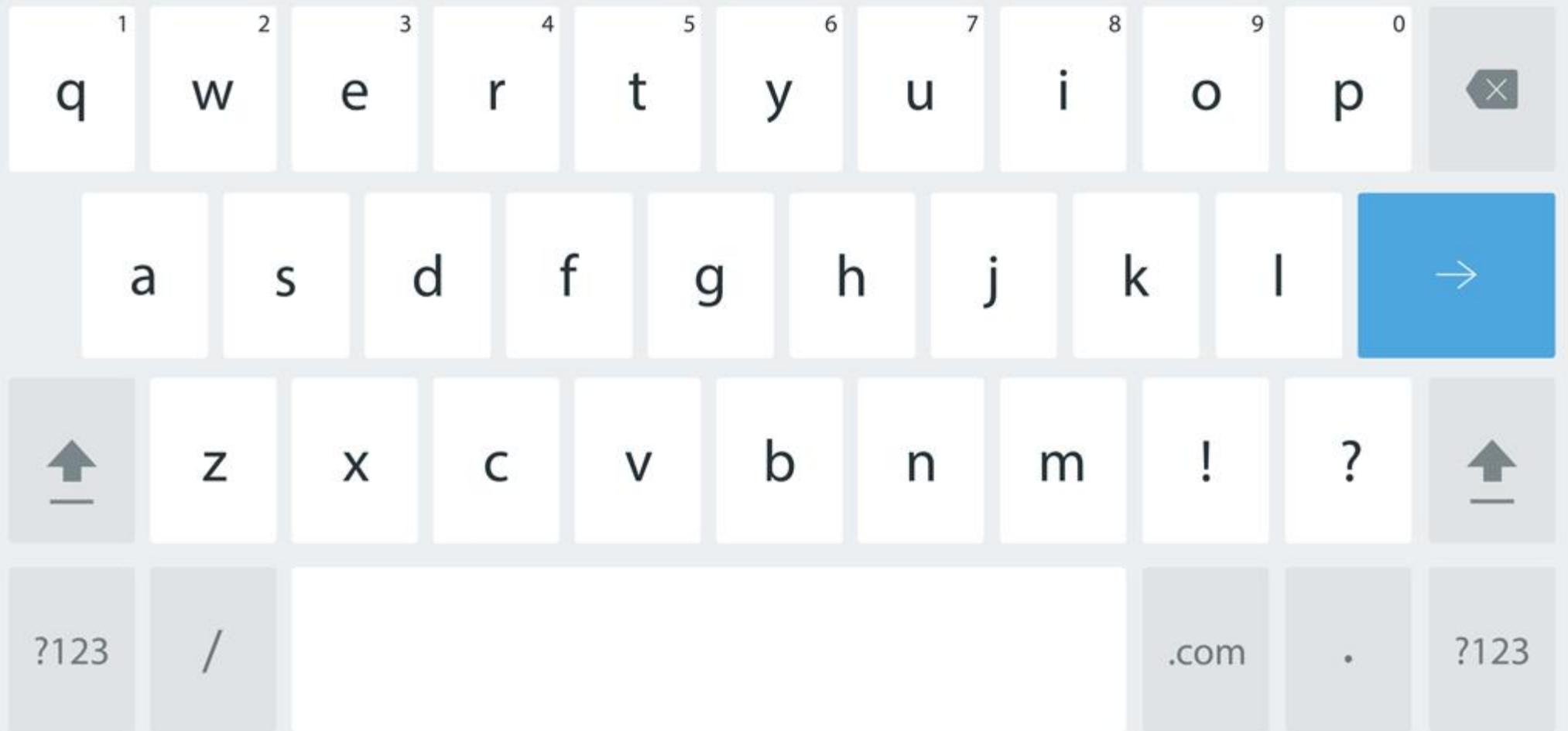




 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	 my	 wear	 am	 please	 that	 and	 in	 what ? word	 a	 +s	 there
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 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  
PRACTical AAC • AAC for the SLP

## Other Resources

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

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