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| **Lesson Plan: Karen Natoci , M.S., CCC-SLP Push-In whole class First two weeks of school SHARED READING** | | | | | | | | | | | | | | | | |
| **Objectives**   1. Students will rally together to play a class prank on their building principal! (Or anyone else in school that they choose) 2. Students will use their individualized communication system to express CORE vocabulary modeled within this story, 3. Students will look and listen to CORE vocabulary used during the shared reading of the story, 4. Students will ENGAGE in and or assist with creating a “pretend pie” which will be the prank! 5. Students will see use their AAC devices to deliver the pie. | | **Materials**  Objects:   * Giant core board, * Smaller core boards, * AAC systems all in working order, * book, * one big mac or VOCA/AAC device for everyone to say in unison, “April Fools!” at the end! | | | **Communication methods practiced and modeled**   * Direct selection of a core symbol (minimal array of 2-4), * eye gaze, * Partner Assisted Scanning, * Direct access to a core 32 or 40 board * Use of Core page set in a device | | | **Pragmatic Branch**  Express opinion, comment, exclaim! | | **Sensory Input/Receptive**  Enhance with flashlight,  Exaggerated affect from reader, pausing, | | | **Therapist: Creates a scenario:**   1. The teacher, parent or SLP begins reading. After EACH page, the reader will pause and point to a CORE symbol (at least two) that goes with that page. All staff, instructional assistants and/or paraprofessionals sit in between or near the students and help augment the input from the story (fringe words – nose, ears, etc.) | | | **Vocabulary Targeted:**  *Fringe Vocabulary:*  *Hat, silly, funny, friend, pie, friend, girl, funny, colors, fruit, mother, paper, crayons, paint, paper, glue, pan, foil, any other office or art supply*  *Core Vocabulary:*  *Look, uh-oh, who?, turn, more, What?, that, go, want, like, funny, yum!* |
| Sequence of Activity--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------🡪 | | | | | | | | | | | | | | | | |
| **Part I: READ BOOK** | | | | | | | | | | | | | | | | |
| To build background knowledge, talk about a pie. What is a pie? Draw a picture of a pie, look up images of pies, eat a real pie! Now, make a shared writing project like this: “My favorite pie is\_\_\_” shared writing activity can be started! | Begin reading the book.  Hold the book up for all to see while reading | | | Pause after each page. Go to a child and use their core board while reading sometimes, too. Model for all of the staff to do the same. | | | | | \*Some pages may present the occasion to use fringe words, for example, on the page where she asks for a Strawberry pie, some conversation about favorite pies might begin. Feel free to navigate to these pages in the AAC systems in the classroom or refer to the shared writing I like \_\_ pie sentences that were written yesterday. \*This is a choice as it may disrupt flow of the reading of the story. | | | | | Move on to next page & repeat | | |
| **Two additional activities:** | | | | | | | | | | | | | | | | |
| **Part II: Create the “prank” pie out of objects!** | | | | | | | | | **Part III: Create a class book out of the Shared Writing (favorite pie) text:** | | | | | | | |
| Ask the students to use their means of communication to choose an object to put in the prank pie. It can be paperclips, pom-poms, or they may choose a color toping such as sprinkles as the classroom pie is constructed. | | | | | | | | | Cut out the shared writing board into individual sentences and a book can be made with each sentence on each page. The students can find pictures of their favorite pies and make a collage or paste an image on their page. For example, if a child said “I like chocolate pie.” Then, the illustrations would be chocolate pies (that can be searched on google, printed, or drawn.) Theh child can “add more” information by stating what else they like with their pie (such as water, ice cream.) The child should write their name on their page using their alternative pencils. This can be put together to make a “class book.” At the end, the last page can say something about the pie they made for the principal with a photo of the pie and a photo of a surprised principal being fooled! | | | | | | | |
| Ideas to increase difficulty if needed | | | | | | | | | | | | | | | | |
| Pause and allow student to say something with their devices to promote interaction | | | Have students choose a key core symbol with each of the pages (rather than the reader.)  Have the child put two core words together to say a phrase. | | | | Provide more open ended prompts, less co-navigation when accessing fringe vocabulary  . | | | | Child uses device to read back what they wrote. | | | | Offer two switches, one that says the start of the sentence, “It’s okay” and the other to finish the sentence. Present left-right to give the child the left-right reading experience. | |
| Ideas to decrease difficulty if needed | | | | | | | | | | | | | | | | |
| Linger after reading a page to allow for additional processing time. Add extra time of pauses, stretch out words or mix up intonation while reading. | | | | | | Keep language input very simple and multi-modal. | | | | | | Have some students hear a repeat of the book read on youtube while you work with other students on the book project. | | | | |

Shared Reading: April Fool’s Day BY DEE SMITH

Lesson Plan by Karen Natoci, M.S., CCC-SLP