

CORE WORDS within REACH to use RECEPTIVELY (to the class, while reading): LOOK, IT, LIKE, NOT LIKE, IN, UH-OH OR OOPS!

SHARED READING of <i>Over in the Garden</i> by Jennifer Ward emphasizing core vocabulary as able <i>Shared Writing/Book Report: (I liked/did not like this book. My favorite bug was ___.)</i>						
<p><b>Objective</b></p> <p>1. During shared reading of <i>Over in the Garden</i>, students will receptively receive augmented input using CORE/FRINGE vocabulary, live plants and plastic bugs to augment the content DURING a fluent singing reading of the book.</p> <p>2. Shared Writing: Students will use their communication systems/AAC to tell the communication partner what word to use to fill in the blanks in their book reports.</p>	<p><b>Materials</b></p> <p><b>Objects:</b> Book: <i>Over in the Garden</i>, Large 32 CORE board (classroom teacher size) Live plant with dirt, <i>plastic bugs</i> to reference –during the reading. <b>Devices:</b> big macs, yes/no board, symbols, symbols, PODD book, Go Talks, flashlight.</p> <p>Pictures that match: beetle, praying mantis, spider, butterfly, ant, fireflies, bee, lady bug.</p> <p>Core vocabulary: look, it, like, not like, in, uh-oh/oops!</p>	<p><b>Communication methods practiced and modeled</b></p> <p>Teacher models: Direct selection of CORE, fringe vocabulary while reading the book</p> <ul style="list-style-type: none"> <li>• eye gaze,</li> <li>• Partner Assisted Scanning,</li> <li>• PODD, categories, animals, bugs</li> </ul>	<p><b>Pragmatic Branch</b></p> <p>Label, opinions, CORE (comment),</p>	<p><b>Sensory Input/Receptive</b></p> <p>Enhance with flashlight, Singing, reading, pausing, exaggerated affect from the SLP,</p>	<p><b>Therapist: Creates a scenario:</b></p> <p>a. After initial musical greeting, the SLP shares the bug with the student and places it in the garden (plant).</p> <p>b. The SLP, the classroom, or the student has the FRINGE vocabulary available: beetle, praying mantis, spider, butterfly, ant, fireflies, bee, lady bug-</p> <p>c. The SLP sings the story using emphasized rhythm and poetic style, pausing while emphasizing the CORE or the FRINGE words available that fit within the reading (see video sample).</p>	<p><b>Vocabulary Targeted:</b></p> <p><u><i>Fringe Vocabulary:</i></u> <i>beetle, praying mantis, spider, butterfly, ant, fireflies, bee, lady bug.</i></p> <p><u><i>Core Vocabulary:</i></u> <i>any core appropriate including: look, in, like, like, uh-oh or oops.</i></p>
Sequence of Activity----->						
<b>First: Sing the book, <i>Over in the Garden</i>, then student writes (dictates what to write) in a book report (fill in the blank) form.</b>						
<p>SING <u><i>Over in the Garden</i></u> using emphasized rhythm and poetic style, pausing while emphasizing &amp; using the bright flashlight to point to corresponding CORE/ FRINGE words &amp; the objects that correspond with the oral reading (see video sample)</p>	<p><b>Students are engaged by the clarity of the reading and use of familiar core / fringe words. All staff sit near students and use their own core words on their devices to echo the story reader. For example, when the reader says “look!” the support staff will use / model the child’s own device/ core board to say the same word.</b></p>	<p>BOOK REPORT: The student uses their communication device to dictate what to write in the blank: I ___ the story. My favorite bug was the ____.</p>	<p>We will have pictures ready that match any of the rhymes that are chosen: beetle, praying mantis, spider, butterfly, ant, fireflies, bee, lady bug.</p>			
<p>To increase difficulty if needed →</p>	<p>Student is given the opportunity to label/say the bug by using their communication device.</p>	<p>Student is given the opportunity to use core vocabulary to comment and show engagement while the reader pauses in between pages.</p>	<p>Student is receptively shown the text.</p>	<p>The student may access more “like” words such as “great”, “fun”, “boring” or “gross!” to describe the story.</p>		
<p>To decrease difficulty if needed →</p>	<p>Linger, slow down, emphasize the target with illumination, exclamation and tactile input.</p>	<p>Use objects and tangibles while engaging the student.</p>		<p>Use a prestored utterance in the big mac that matches their reaction such as “ew!” or “cool!”</p>		