Shared Reading: Core & More!

Dr. Caroline Ramsey Musselwhite
www.aacintervention.com
http://aacgirls.blogspot.com/

What is Shared Reading?

"The interaction that occurs when a child and adult look at or read a book together."

Ezell & Justice, 2005

Based on home reading activities

Shared & Guided Reading:
What's the difference?

- **Shared Reading**
  – Sharing the process of how books work
  – Building language & background knowledge
  – Supporting concepts about print
  – Lots of discussion on every page

- **Guided Reading**
  – Still focusing on language & background knowledge
  – Guiding students' comprehension of the <u>whole</u> text
  – Teaching strategies to comprehend text
  – Almost no discussion during book reading

WHY Shared Reading?

- Supports language
- Helps build background knowledge
- Teaches children how books work
- Supports concepts about print
- Teaches how meaning is made from print
- Helps children take on more responsibility in reading across time

(Clay, 1993)

Goals of Shared Reading

– Sharing the process of how books work
– Building language & background knowledge
– Supporting concepts about print
– Lots of **discussion** on every page

What Books Are Best?

- **Very predictable book**
  - Repetitive sentence patterns
  - Pictures to support sentence patterns
  - Not too much text
- **Enjoyable & appealing to audience**
  - Age-respectful
  - Good language match
- **Able to 'takes students someplace' conceptually**
  - You'll read it several times!

Adapted from Hall & Cunningham (2003)
Month by Month Reading, Writing & Phonics for Kindergarten, p. 10

Did you know . . .

- good teachers read from at least 12 texts a DAY?

- children from literate homes have heard their favorite stories 200-400 times??

- reading aloud to children during day care, preschool, or school can impact their reading ability!

Symbols? Be Careful!

Symbols are for communication

Text is for literacy!

Emergent Literacy Features

- Rhyme (word endings)
- Rhythm (memory)
- Repetition (success!)
- Alliteration (word onsets)
- Predictability (slot-filler options)

Sample Predictable Book for Younger Students

- **Brown Bear Brown Bear**
  - Highly predictable
  - Powerful rhythm
  - Little bit of rhyming
  - Includes some core words
  - LOOK ME WHAT YOU

  http://www.sharedreadingproject.com/book-finder/

What Books Are Best?

- For students with visual impairments or CVI, consider that the meaning might be in the **graphics** rather than the **words**

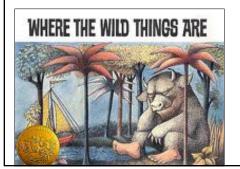 My baby sister liked him right away.

  (Shared Reading: Self Directed Learning Module)
  http://dynamiclearningmaps.com/

Books for Language Enrichment: Special Features

- rich vocabulary
- more complex language structures
- wide range of topics

Supporting Receptive Language

- Helps students grow **vocabulary**
- This is a key issue for students who are not speaking & not reading independently

WHERE THE WILD THINGS ARE

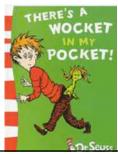"They roared their terrible roars. They gnashed their terrible teeth."

Supporting Receptive Language
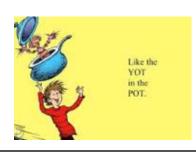
- Supports understanding of **core words**
- Very helpful for students who use AAC!
- Context + graphics + text provide support

Prepositions

cjwslp
⭐⭐⭐

✓ 10

Supporting Receptive Language

- Supports **phonological development** (fun with sounds!)
- Helps to **be explicit** (point out the rhymes by sound and word)

THERE'S A WOCKET IN MY POCKET!

Like the YOT in the POT.

Preview Book & Identify Key Focuses

Preview Book to Identify Literacy Strategies: What does this book lend itself to?
Check all that apply & indicate which one you will focus on during 1st, 2nd & 3rd read (if appropriate)

	Making predictions	Making connections between book and students experiences
	Modeling concepts about print	Making text to text connections
	Rich vocabulary to discuss	Phonological awareness: (circle one) Rhyming Syllables Onset/Rime Letter
	Asking questions	Letter identification
	Character description/comparison	Taking others perspectives
	Picture walks	Repeated lines
	Picture descriptions – teaching text doesn't carry all meaning	Using context
	Giving opinion	Vision issues: salient feature descriptions
	Building background knowledge	Other:
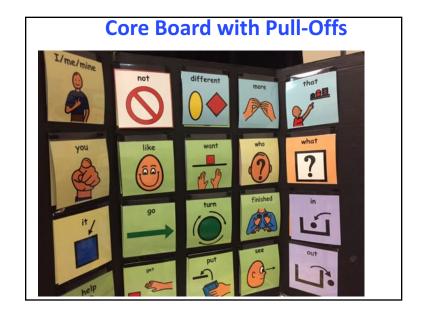
From Shared Reading Planning Form, Gretchen Hanser 2018

Supporting Receptive Language: Props

www.storytimefelts.com

Supporting CVI - Props

Making Links

- **Text to Self** – connect to personal experiences
  - "They're eating pizza – You LIKE that!"
  - "He's going to the zoo. WE went there! YOU LOOKed at the jaguar so much!"
- **Text to World -** share new information and new vocabulary
  - "LOOK. THAT what is so BIG! It's the BIGgest animal!
  - "Did you know that a whale is NOT a fish?"
- **Text to Text -** connect with other books
  - "Hey, remember, WE READ another book about a dog. Clifford is that BIG RED dog!"

Core Board with Pull-Offs

STRIVE FOR FIVE
Quick & Easy!

- **5 words you can model for this activity (e.g., shared reading)**
  - Think core!
  - Only one noun, please!

- **Give 5 opportunities for students to jump in**
  - Open ended questions
  - Sentence starters
  - Expectant pause

- **At least 5 seconds**
  - Count Mississippis

It's All About the *Interaction*

- Give student a way to interact/communicate throughout the book
- Models using student's AAC system
- Adult Responsiveness
  - Follow the child's interests
  - Attribute meaning to all student attempts - accidental or intentional
  - Communication symbols

- Be Animated!
- PAUSE, PAUSE, PAUSE
- Select Great Books
- Involve the Student with Manipulating the Book

SHARED READING:
It's All About the
Interaction!

January 14, 2016

Dr. Caroline Ramsey Musselwhite

angelman
angelman syndrome foundation | COMMUNICATION TRAINING SERIES

www.angelman.org

Modeling During Shared Reading

- **Conversation**, not interrogation
- **Invite** the student to respond
- **Expectant pause**: count to 5! or 25!
- **Accept** all multi-modal responses
- **Reflect** the response with AAC

Attribute Meaning
to All Multi-Modal Responses

- Ex: Child smiles, looks, touches, shakes head, laughs

- A natural response to children without disabilities

- Teaches student to be less random. Builds cognitive understandings over time.

- Sends message of competence and high expectations

Adapted from Slide from Dr. Gretchen Hanser

Great Time to Try . . .

- **Invite the student to respond**

- **Expectant pause: count to 5! or 25!**

- **Accept all multi-modal responses**

- **Reflect the response with AAC**

You are reading 'The Monster at the End of This Book'

At the end of a page, you say, "WHAT should we DO?"
<Expectant pause>   Gesture to device <Invite>
<Expectant pause>   <Student looks at page>
"You're LOOKing at the corner! <Accept multi-modal>
 I think you're saying GO (or GET MORE, or TURN IT) <Reflect>

Follow the CAR!

- Research supported strategy
- **Comment** on the text / what the student is doing (oh YUCK!; or Ohhh, a dinosaur!
  - wait at least 5 seconds
- **Ask** a question (DO YOU LIKE gross stuff? WHAT is THAT?
  - wait at least 5 seconds
- **Respond** by adding more (DON'T LIKE!)

CAR strategy (Notari-Syverson, Maddox, and Cole, 1999)

Sample Goals for Shared Reading
(Download from the Center for Literacy and Disability Studies website)

- **During shared reading, student will use a communication system to make 4 or more requests or protests, with <insert level of prompt>, on 3 out of 5 days.**

- Sample core language for requesting:
  - Let ME (turn page? Activate button?   Touch pics?)
  - WANT THAT   TURN IT
  - GO!   HELP ME

- Sample core language for protesting:
  - STOP   STOP IT   STOP THAT
  - NOT LIKE   NOT WANT   WANT DIFFERENT

IT IS BUILDING
FRIENDSHIPS

- Speechless Video: Cerebral Palsy Foundation
- http://yourcpf.org/speechless/topic-of-the-week

TRY IT! Follow the CAR!

Don't Go There

Caroline Musselwhite & Ev

www.tarheelreader.org

DON'T

Try practicing **comments** on AAC device
-*Positive*: cool, epic, sweet!
-*Negative*: bummer, yikes, whoa

Not good
You are embarrassing me!

First, I dropped some french fries.

I'm sorry
The dog will get them
Oh my gosh!

It was **not** pretty!

Cute
Nice to meet you
Damn
Hello Cutie Pie

Then, a pretty girl came in.

Celebrate Comments!

Pic Collage

About Those Questions . . .

For students with apraxia/dyspraxia, I use mostly:

- **WH Questions in Wonder Format –** Wonder where she will go? Wonder what will happen next?

- **Sentence Completion:** Oh man. I think she feels _____; I bet he's going to _____

- I do NOT use right / wrong questions

- We WANT kids to 'think outside the box'!
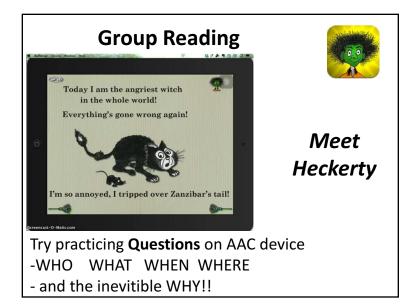
Caroline Musselwhite
Pinterest
AAC & Literacy Quotes
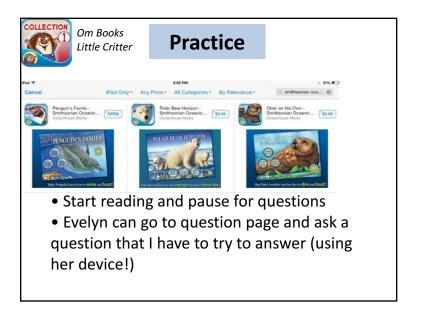
http://aacgirls.blogspot.com/2015/11/down-with-demands-up-with-invitations.html
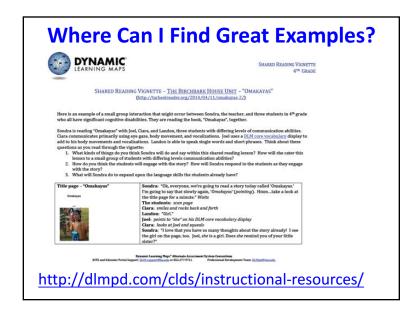
Sample Goals for Shared Reading
(Download from the Center for Literacy and Disability Studies website)

- **During shared reading, student will use their communication system to ask a question with <insert level of prompt>, on 3 out of 5 days.**

- Sample questions:
  – WHO   WHO THAT   WHO IS THAT   WHO IS HE/SHE
  – WHERE WHERE GO   WHERE did SHE GO
  – WHAT IS THAT   WHAT IS IT

Group Reading

Meet Heckerty

Try practicing **Questions** on AAC device
-WHO   WHAT   WHEN WHERE
- and the inevitible WHY!!

Om Books Little Critter   **Practice**

• Start reading and pause for questions
• Evelyn can go to question page and ask a question that I have to try to answer (using her device!)

Slide 1

Where Can I Find Great Examples?

DYNAMIC LEARNING MAPS

SHARED READING VIGNETTE
4TH GRADE

SHARED READING VIGNETTE – THE BIRCHBARK HOUSE UNIT – "OMAKAYAS"
(http://tarheelreader.org/2014/04/11/omakayas-2/)

Here is an example of a small group interaction that might occur between Sondra, the teacher, and three students in 4th grade who all have significant cognitive disabilities. They are reading the book, "Omakayas", together.

Sondra is reading "Omakayas" with Joel, Ciara, and Landon, three students with differing levels of communication abilities. Ciara communicates primarily using eye gaze, body movement, and vocalizations. Joel uses a DLM core vocabulary display to add to his body movements and vocalizations. Landon is able to speak single words and short phrases. Think about these questions as you read through the vignette:
1. What kinds of things do you think Sondra will do and say within this shared reading lesson? How will she cater this lesson to a small group of students with differing levels communication abilities?
2. How do you think the students will engage with the story? How will Sondra respond to the students as they engage with the story?
3. What will Sondra do to expand upon the language skills the students already have?

| Title page – "Omakayas" Omakayas | Sondra: "Ok, everyone, we're going to read a story today called 'Omakayas.' I'm going to say that slowly again, 'Omakayas' (pointing). Hmm...take a look at the title page for a minute." Waits The students: scan page Ciara: smiles and rocks back and forth Landon: "Girl." Joel: points to "she" on his DLM core vocabulary display Ciara: looks at Joel and squeals Sondra: "I love that you have so many thoughts about the story already! I see the girl on the page, too. Joel, she is a girl. Does she remind you of your little sister?" |

Dynamic Learning Maps® Alternate Assessment System Consortium
KITE and Educator Portal Support: DLM-support@ku.edu or 855.277.9751   Professional Development Team: DLMpd@unc.edu

http://dlmpd.com/clds/instructional-resources/

Slide 2

Story Retelling – Core Word Fun

Just the Big Ideas, Ma'am

WHAT: Story retelling is a powerful strategy to support language and literacy. This tip describes how a smart partner can use a student's AAC device to summarize story parts.

WHY RETELL STORIES USING CORE LANGUAGE: This approach can help students:
• Learn the big ideas in a passage
• Observe how simple vocabulary, including primarily core language, can be used for story retelling
• See consistent models of core language, helping them learn where to find key words

HOW TO RETELL STORIES USING CORE LANGUAGE:
1) Think "What is the big idea in this passage?"
2) Summarize that big idea using short sentences, and kid-friendly language
3) Remember to use mostly core – this will be quicker, and will support core learning
4) Speak all words, but model only core
5) Sample for the passage to the right

The prince in the woods heard the words the old woman yelled to the beauty. He watched as the princess threw down her braids and thought about how he could save her.

HE WANTs to HELP her

| bull shark |
They both have torpedo-shaped bodies to cut through the water. They have fins and flippers in similar places to help them swim quickly.

THEY GO FAST IN WATER

Did you know that while you're fast asleep, bats are busy filling their bellies? Bats are nocturnal, meaning they're active at night. This way of life has many advantages for a bat. Insect-eating bats often feed

THEY EAT AT NIGHT

Sharks & Dolphins: A Compare-Contrast Book by Kevin Kurtz / Epic Books

National Geographic Readers: Bats

Dr. Caroline Ramsey Musselwhite   Tip # 5, 2017   www.aacintervention.com

There's A Tip for That!!

Story Retelling With Core

Slide 3

Comprehensive emergent reading instruction

Activate & build background knowledge. Comment on the pictures & story. Notice & point to the text.
Read: "I rode Soarin' at Epcot."
Say: "Soarin' has a capital S. S..."

Model a range of possible responses on AAC.
"That ride looks so FUN!"

EXPLORE   **MODEL**

TEACH

Functions & conventions of print, that print can be read aloud, make connections to the text, maximize interaction, & develop a love of reading.
Read All About Me, who & what we love, what we do, what we are learning.

Shared reading

Invite student to respond.
"I think you LIKED the ride! Your smile is so BIG!"

Wait 10-15 seconds.

Respond by repeating and adding more.

"I see your smile! You are touching the picture. I think you LIKE that ride!"

READ   **INVITE**

Read the text again later.
"Maggie, let's read about school today! This says you LIKED reading about Soarin', the ride at Epcot! I bet you did!"

PUBLISH

Turn your modelled responses & student responses into text.
"Lets write to your mom that you LIKED reading about Soarin' at Epcot!"

Erin Sheldon, M Ed 2019

Slide 4

Project Core
A Stepping-Up Technology Implementation Grant
Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill

SHARED READING SELF-EVALUATION & OBSERVATION

Reader: _____   Other Adults: _____
Students: _____
Book Title: _____
Date: _____   Time: _____   Observer: _____

Evidence	Yes	No	Comments
ALL students have an individual communication system that meets their access needs (e.g., Universal Core with partner-assisted scanning layout).	☐	☐	
Content and complexity of book is appropriate for age/grade/ability level of students.	☐	☐	
Before reading, the adult connects book to previously taught information or experiences.	☐	☐	
Core-based comments have been preplanned and are used in the lesson.	☐	☐	
Adults comment while reading using communication systems that are similar to the students' individual systems.	☐	☐	
Adults provide adequate wait time and ask or encourage students to participate page-by-page.	☐	☐	
Adults recognize, respond to, and expand on student's efforts to participate and communicate.	☐	☐	
The adult reads with enthusiasm in a way that fosters a joy for reading.	☐	☐	

Summary and Additional Comments:

Shared Reading Checklist

www.project-core.com

Pinterest Quotes

Caroline Musselwhite

http://bit.ly/AACBooks