

# Shared Reading – with AAC

## Early Learners

Children often like to hear the same story repeated again and again. This helps to develop print awareness. It allows them to learn new words and be able to use them to retell a story. Adding in your AAC device during your shared reading time allows you to model their vocabulary and it allows them to more actively participate.

### Use their device to Model words while reading

**Strive for five** - Look through the book ahead of time to identify five words to model. These words should be high-frequency common words and/or words that repeat in the book. Write these down.

**Model – five words** As you read, point to each word. Stop and use the learners device to “read” each of the five words as they occur in the book.

### Model – a page re-tell

- After reading a page, retell what happened using your speech and their device.  
Eg. “Oh, she did **see** the brown **bear**”.
- Aim to use 2-3 symbols (see, bear) in your re-tell and speak the other words.
- Try to include some of the 5 words.

### Model - Connections to their personal experiences

- Use their device to model any connections between the book and their life experiences.
- Eg. “Oh remember, we **saw** a **dog** on our walk today”.

### For very familiar books

#### PAUSE - Strive for 5 seconds

As you are reading and pointing to words, pause at a target word or a repetitive word in that story. Expect the learner to say that word with their device and then continue on with the story.

- Help them to use the device if necessary.
- Quickly fade the help

#### MODEL - Connections to other favourite books

Use their device as you recall any connections between this book and other books you know they like.

*Based on ideas from Dr. Caroline Ramsey Musselwhite and Dr. Gretchen Hanser*

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