



AAC Lesson Plan Read Aloud:

Charlotte's Web

OBJECTIVE

Students will demonstrate comprehension of a read-aloud by identifying key details and discussing the text with peers and adults.

MATERIALS

- Book: Charlotte's Web
- Visuals of key story elements
- Chart paper / whiteboard / smartboard
- AAC device(s) & core board(s)
- Sentence starters & supports

BEFORE THE LESSON

- Choose 5–10 core words to model repeatedly
- Identify 3–5 instructional vocabulary words
- Locate where those words are on the device, or if they need to be added
- Gather any visual supports or objects for the story

QUICK START (2 MIN): Pick 3 core words · model them 5+ times during reading.

TARGET VOCABULARY — CORE WORDS

I

you

me

they

like

turn

give

read

help

more

all done

different

wait

look

see

listen

story

who

what

where

when

why

CORE WORDS IN THE STORY

look

want

see

make

go

like

come

have

help

give

INSTRUCTIONAL VOCABULARY TO TARGET

farm

different

first

next

same

FOCUS WORDS DURING THE READ-ALoud

help

look

go

like

want

AAC LESSON PLAN • READ-ALOUD • 05 (cont.)

Charlotte's Web: Teaching the Lesson

Introduction

Showing the cover of the book you can ask questions such as **“What do you see?”** or **“What do you think this story is about?”**. Model how students can share ideas verbally, with AAC, gestures or pictures. You can also talk about who the author and illustrator are and what the title of the book is.

During the Read-Aloud

Pick a few keywords you would like to target during the read aloud. **As you say that word you can point to it** on the communication device, on a core board, or have the students find the word alongside you.

GUIDED PRACTICE — IDENTIFY KEY DETAILS

Who? Charlotte, Wilbur, spider, pig

Where? Farm

What happened? Wilbur goes to the farm

Problem? Wilbur is scared

Solution? Charlotte helps Wilbur

Tip: open topic pages, Animals for “who,” Places for “farm.”

CLASS / PEER DISCUSSION

Favorite part? “I liked...” / “My favorite part was...”

First? “First...”

The end? “Last...”

Feelings? “They felt...”

POSSIBLE ACTIVITIES

Sensory Bins of hay/straw, farm animals, silly string (spider web)

Art Create a character

STEM Build a spider web

Sequencing Put picture cards in order

WHY THIS MATTERS

Using AAC during shared reading supports language development and participation, and helps students see how communication works in real contexts.



AAC Lesson Plan Read Aloud:

AbleNet

ableteams
LET THE CONVERSATION BEGIN

fill in your own

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CORE WORDS TO MODEL

INSTRUCTIONAL / FOCUS WORDS

GUIDED PRACTICE — KEY DETAILS

Who? _____

Where? _____

What happened? _____

Problem? _____

Solution? _____

Favorite part? _____

DISCUSSION — SENTENCE STARTERS

“I liked...” · “My favorite part was...” · “First...” · “Last...” · “They felt...”