



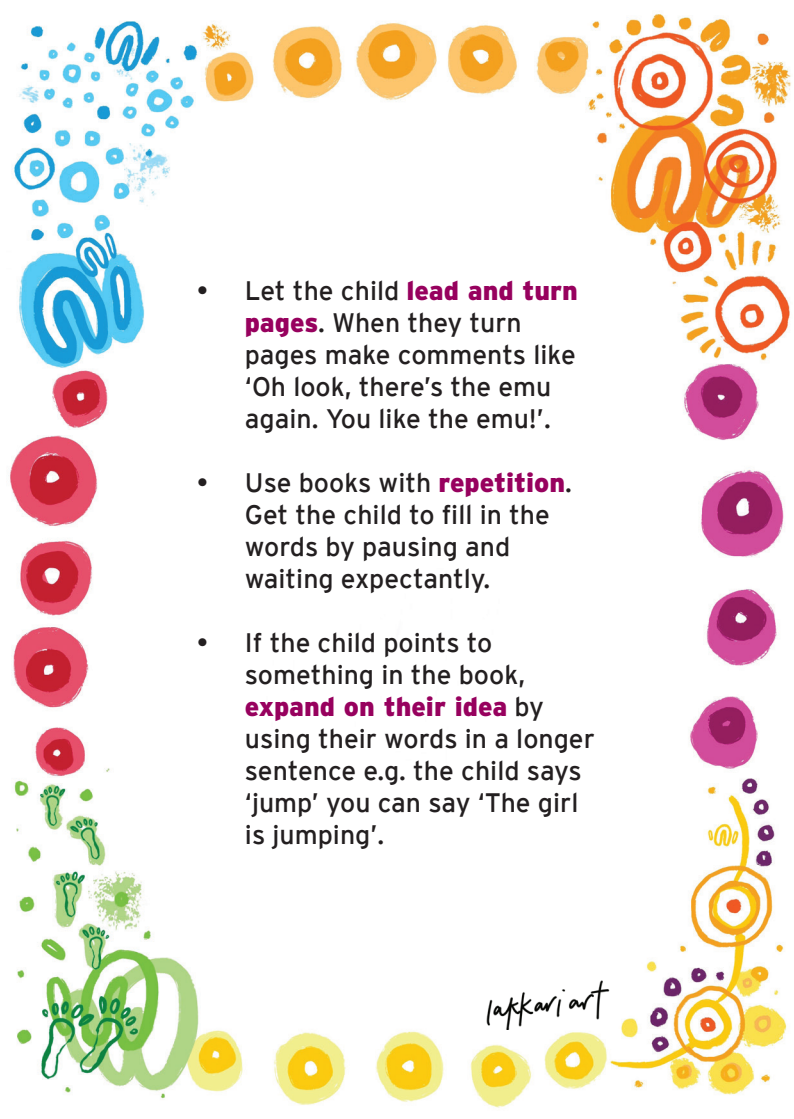
Shared Book Reading, Our Way

**Book reading
general tips**



THE
I Am,
MOVEMENT

Artwork by Lakkari Pitt

- 
- A decorative border surrounds the text, featuring various colorful elements: blue circles and swirls at the top left, orange circles at the top, purple circles at the right, green circles and footprints at the bottom left, and yellow circles at the bottom. The text is centered in the white space.
- Let the child **lead and turn pages**. When they turn pages make comments like 'Oh look, there's the emu again. You like the emu!'.
 - Use books with **repetition**. Get the child to fill in the words by pausing and waiting expectantly.
 - If the child points to something in the book, **expand on their idea** by using their words in a longer sentence e.g. the child says 'jump' you can say 'The girl is jumping'.

lakkari art



Shared Book Reading, Our Way

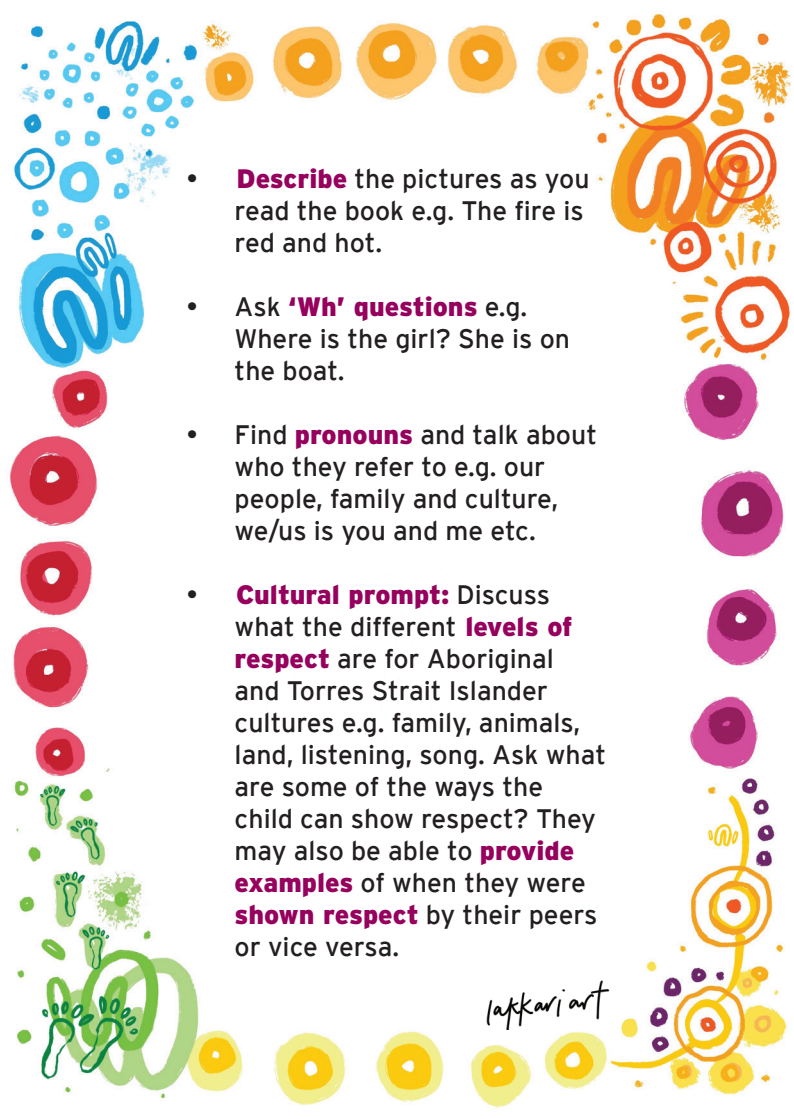
Respect

Fay Stewart-Muir & Sue Lawson
Illustrated by Lisa Kennedy



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MOVEMENT

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- **Describe** the pictures as you read the book e.g. The fire is red and hot.
 - Ask **'Wh' questions** e.g. Where is the girl? She is on the boat.
 - Find **pronouns** and talk about who they refer to e.g. our people, family and culture, we/us is you and me etc.
 - **Cultural prompt:** Discuss what the different **levels of respect** are for Aboriginal and Torres Strait Islander cultures e.g. family, animals, land, listening, song. Ask what are some of the ways the child can show respect? They may also be able to **provide examples** of when they were **shown respect** by their peers or vice versa.

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Shared Book Reading, Our Way

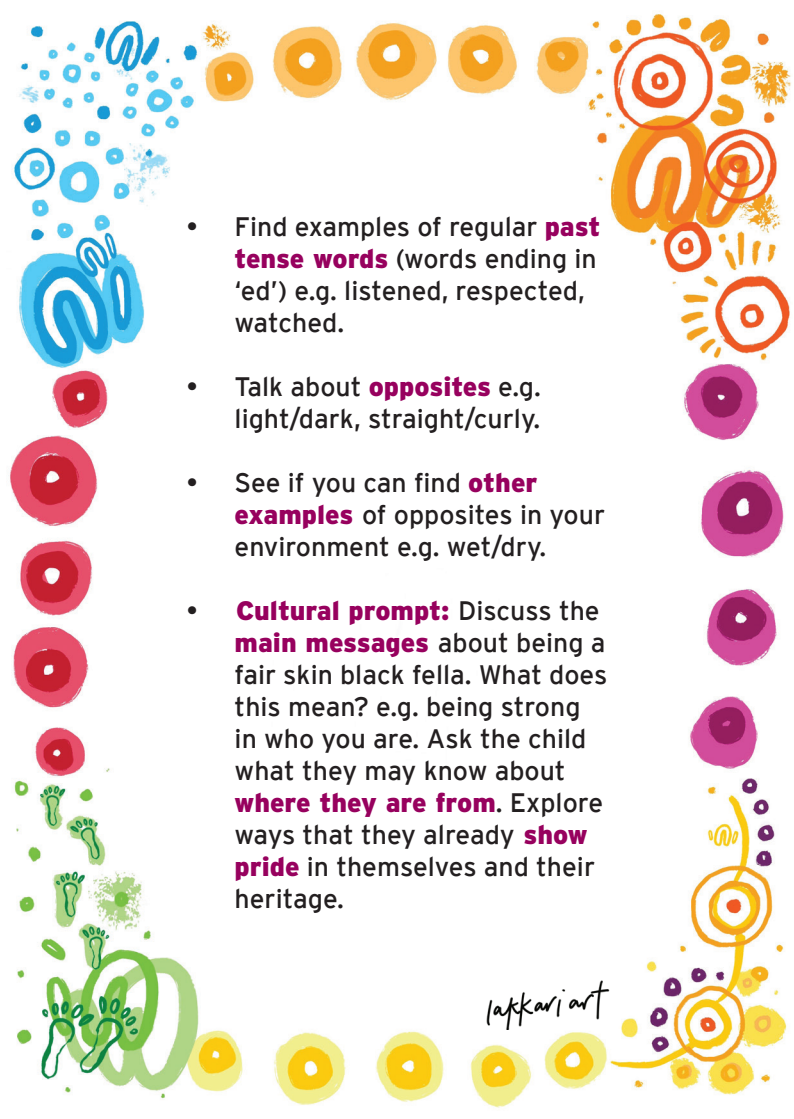
Fair skin black fella

Renee Fogorty



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MOVEMENT

Artwork by Lakkari Pitt

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- Find examples of regular **past tense words** (words ending in 'ed') e.g. listened, respected, watched.
 - Talk about **opposites** e.g. light/dark, straight/curly.
 - See if you can find **other examples** of opposites in your environment e.g. wet/dry.
 - **Cultural prompt:** Discuss the **main messages** about being a fair skin black fella. What does this mean? e.g. being strong in who you are. Ask the child what they may know about **where they are from**. Explore ways that they already **show pride** in themselves and their heritage.

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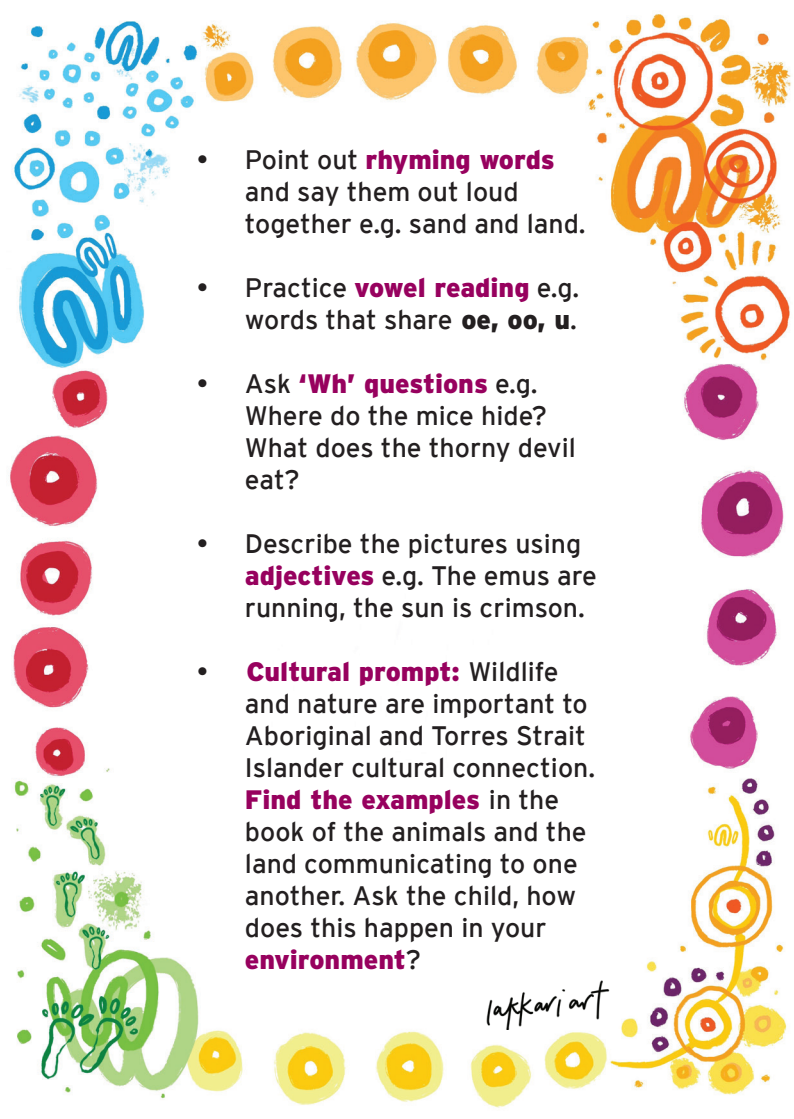
Oo in Uluru

Judith Barker
Illustrated by Janie Frith



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- Point out **rhyming words** and say them out loud together e.g. sand and land.
 - Practice **vowel reading** e.g. words that share **oe, oo, u**.
 - Ask **'Wh' questions** e.g. Where do the mice hide? What does the thorny devil eat?
 - Describe the pictures using **adjectives** e.g. The emus are running, the sun is crimson.
 - **Cultural prompt:** Wildlife and nature are important to Aboriginal and Torres Strait Islander cultural connection. **Find the examples** in the book of the animals and the land communicating to one another. Ask the child, how does this happen in your **environment?**

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Shared Book Reading, Our Way

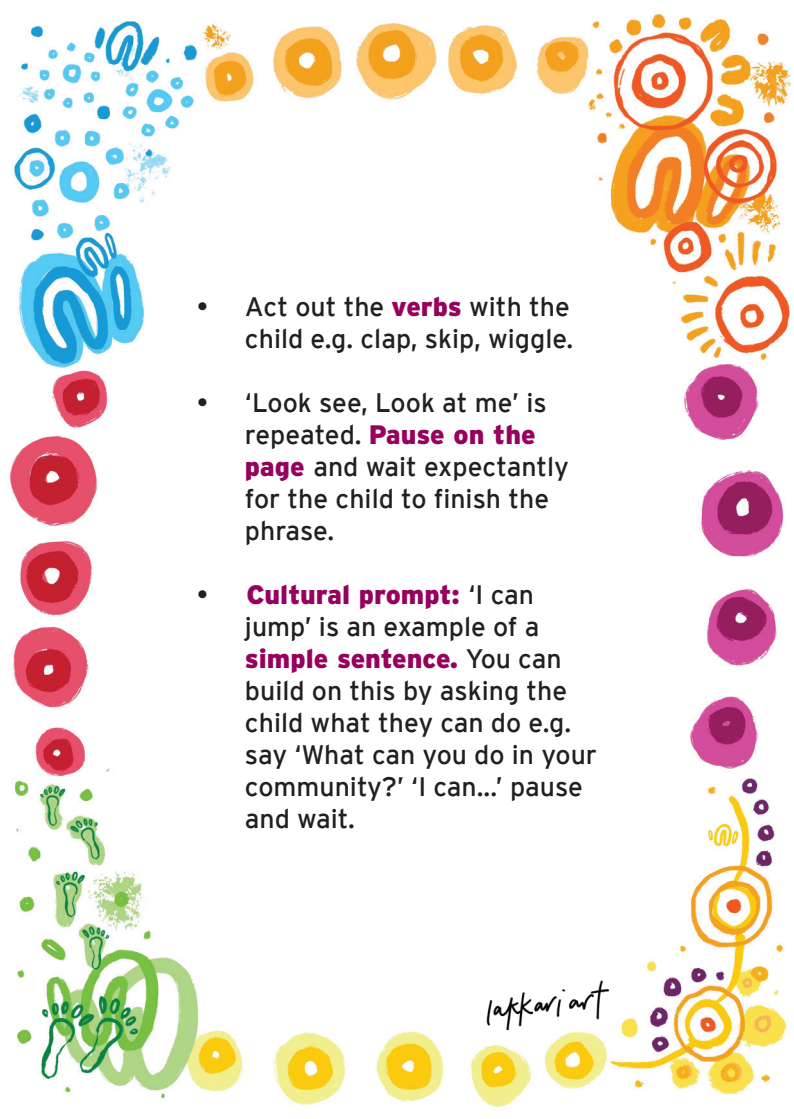
Look see, Look at me!

Leonie Norrington and Dee Huxley



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MOVEMENT

Artwork by Lakkari Pitt

- 
- Act out the **verbs** with the child e.g. clap, skip, wiggle.
 - 'Look see, Look at me' is repeated. **Pause on the page** and wait expectantly for the child to finish the phrase.
 - **Cultural prompt:** 'I can jump' is an example of a **simple sentence**. You can build on this by asking the child what they can do e.g. say 'What can you do in your community?' 'I can...' pause and wait.

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Shared Book Reading, Our Way

I love me

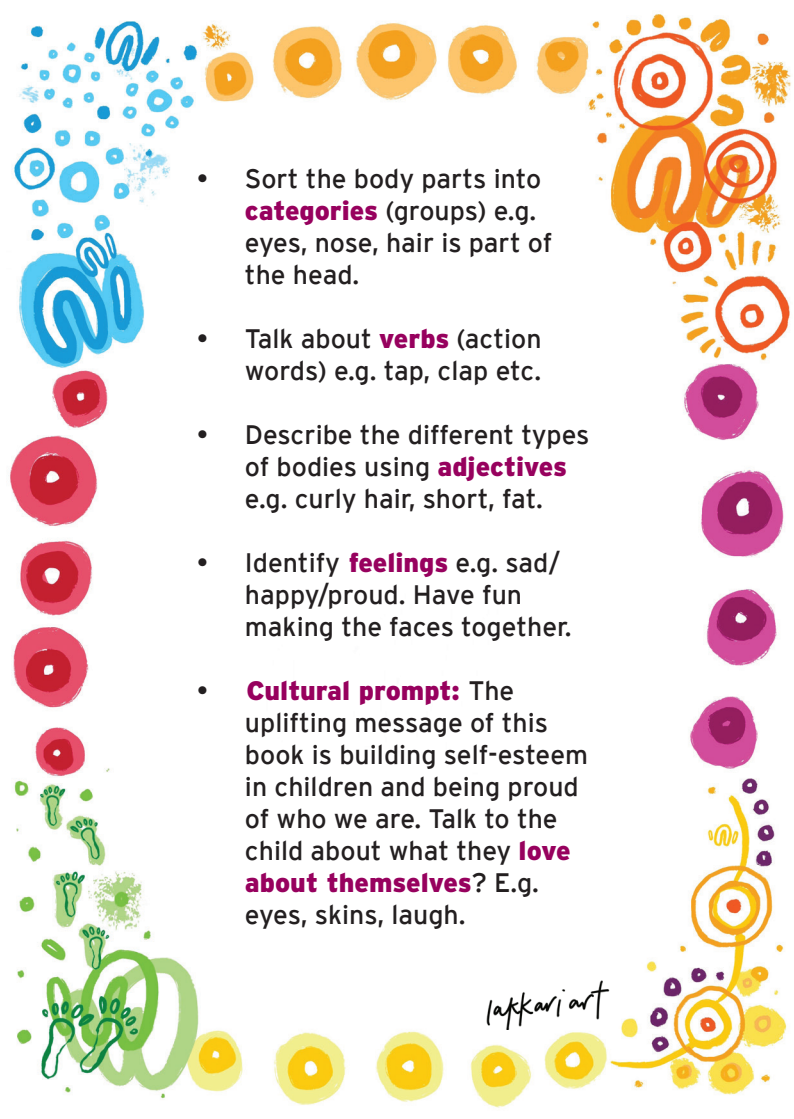
Sally Morgan and
Ambelin Kwaymullina



autism
spectrum
AUSTRALIA

THE
I Am,
MOVEMENT

Artwork by Lakkari Pitt

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- Sort the body parts into **categories** (groups) e.g. eyes, nose, hair is part of the head.
 - Talk about **verbs** (action words) e.g. tap, clap etc.
 - Describe the different types of bodies using **adjectives** e.g. curly hair, short, fat.
 - Identify **feelings** e.g. sad/happy/proud. Have fun making the faces together.
 - **Cultural prompt:** The uplifting message of this book is building self-esteem in children and being proud of who we are. Talk to the child about what they **love about themselves**? E.g. eyes, skins, laugh.

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Shared Book Reading, Our Way

What do you call a baby?

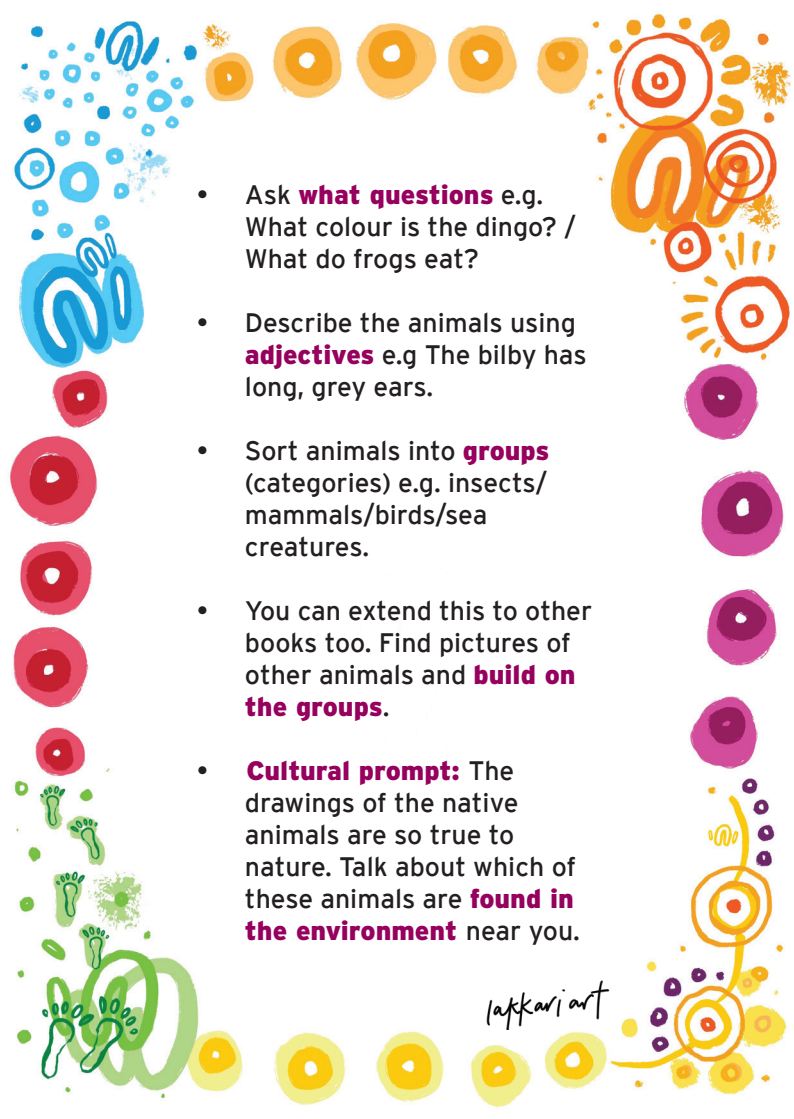
Illustrated by
Kamsani Bin Salleh



autism
spectrum
AUSTRALIA

THE
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Artwork by Lakkari Pitt

- 
- Ask **what questions** e.g. What colour is the dingo? / What do frogs eat?
 - Describe the animals using **adjectives** e.g The bilby has long, grey ears.
 - Sort animals into **groups** (categories) e.g. insects/ mammals/birds/sea creatures.
 - You can extend this to other books too. Find pictures of other animals and **build on the groups**.
 - **Cultural prompt:** The drawings of the native animals are so true to nature. Talk about which of these animals are **found in the environment** near you.

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Shared Book Reading, Our Way

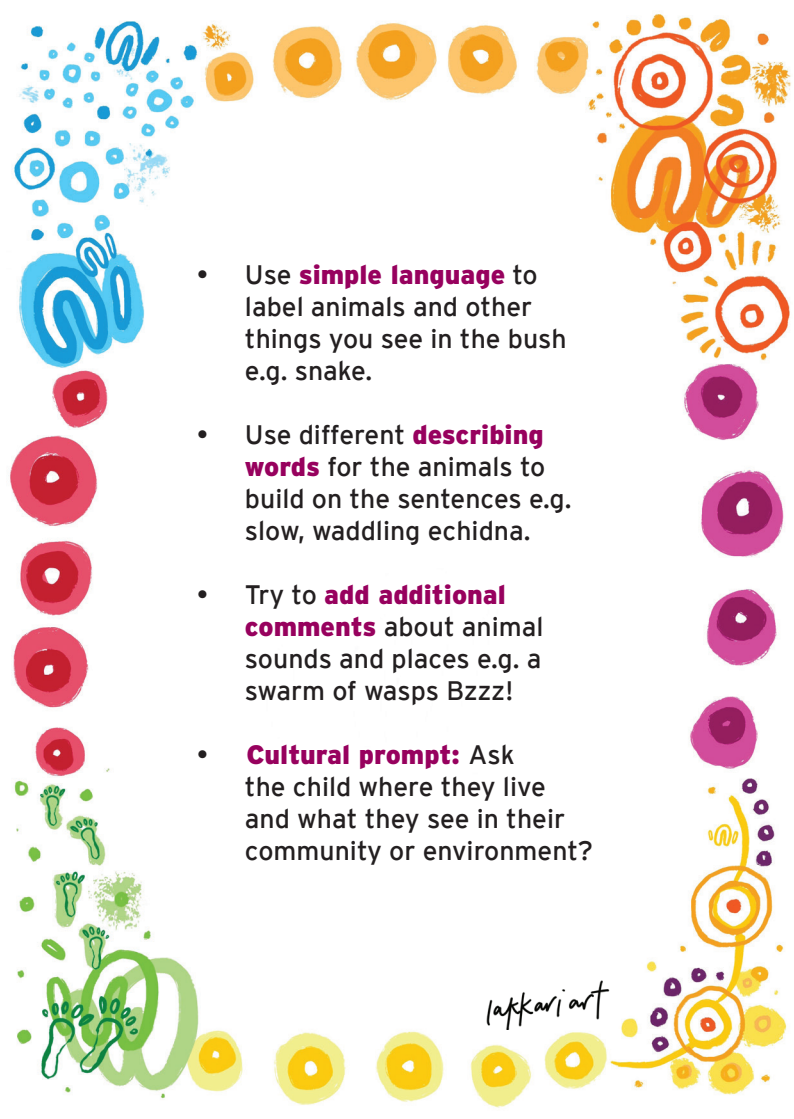
In the bush I see

Illustrated by Kiara Honeychurch



THE
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Artwork by Lakkari Pitt

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- Use **simple language** to label animals and other things you see in the bush e.g. snake.
 - Use different **describing words** for the animals to build on the sentences e.g. slow, waddling echidna.
 - Try to **add additional comments** about animal sounds and places e.g. a swarm of wasps Bzzz!
 - **Cultural prompt:** Ask the child where they live and what they see in their community or environment?

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Shared Book Reading, Our Way

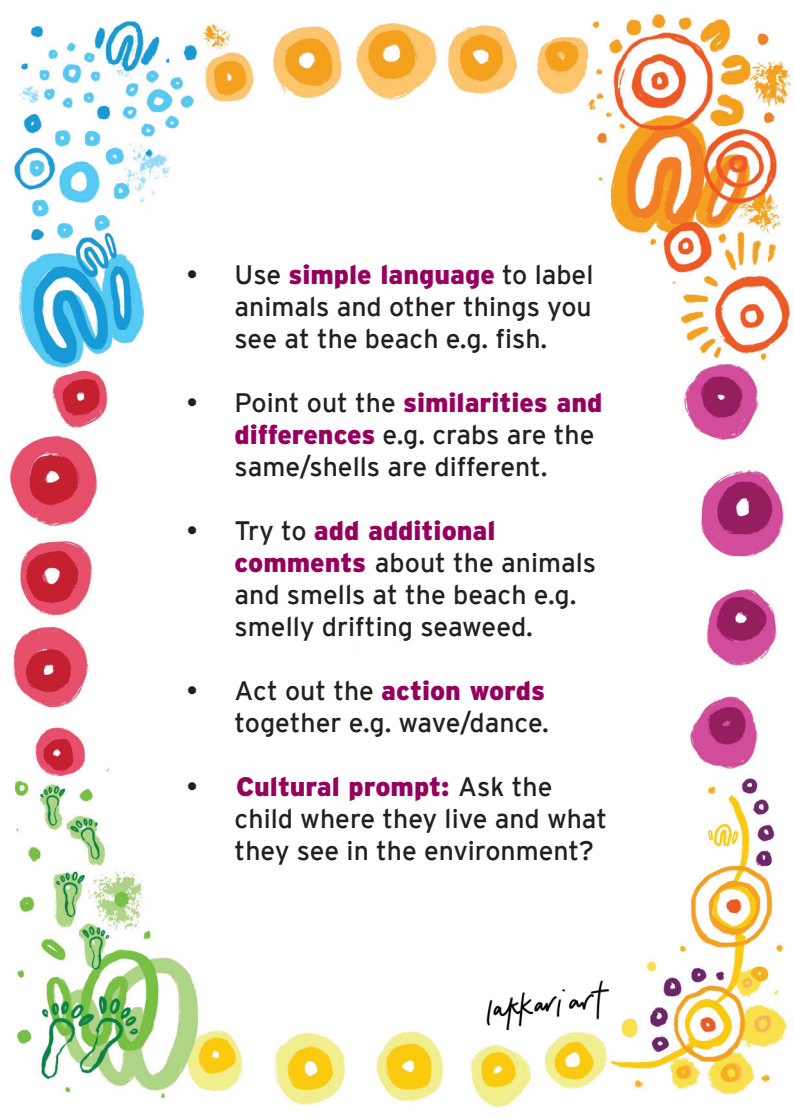
At the beach I see

Illustrated by Kamsani Bin Salleh



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Artwork by Lakkari Pitt

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- Use **simple language** to label animals and other things you see at the beach e.g. fish.
 - Point out the **similarities and differences** e.g. crabs are the same/shells are different.
 - Try to **add additional comments** about the animals and smells at the beach e.g. smelly drifting seaweed.
 - Act out the **action words** together e.g. wave/dance.
 - **Cultural prompt:** Ask the child where they live and what they see in the environment?

lakkari art



Shared Book Reading, Our Way

Little Bird's Day


Sally Morgan

Illustrated by Johnny Warrkatja Malibirr



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Artwork by Lakkari Pitt

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- Try to emphasise the **descriptive words** e.g. big/ little/bright.
 - Point out **location concepts** (in/on/under) e.g Little Bird is on the branch!
 - Make **comments** about the weather, time concepts e.g. morning/day/night.
 - Find the **conjunctions** (joining words) e.g. and/with.
 - **Cultural prompt:** Seasonal changes influence Aboriginal and Torres Strait Islander cultural practices. Ask the child what is their favourite season or time of day?