

# LOOK to Read

Workbook



Created by  
Smartbox

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# How to use this workbook

This workbook is a companion to the Look to Read interactive learning software from Smartbox. It is designed for teachers, parents or anyone working alongside children using the software. It provides support for reading the stories with learners and recording their achievements.

## Worksheets

There are two worksheets for every story. The first focuses on reading the book, and provides an opportunity to make observations and note down targets or next steps. Skills are divided into three levels, to enable you to track progress as learners move between books and stages. Suggested definitions are provided on the right, but you may wish to adapt these according to the children you are working with.

The second worksheet focuses on the activities and enables you to track progress and confidence.

Remember, skill levels do not take into account the child's ability with their access method.



**STAGE 2 BOOKS**

**Which Duck? Reading**

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on text and images during reading				
Engagement with the story				
Engagement with characters and animation				
Following text left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# Skill levels

## 1 Emerging

Learners at this level will be at an earlier stage of literacy development. They will engage with the screen, focus on the characters and be motivated by the animations. They may not follow the left to right flow of the text, or just be starting to.

Learners at this level are likely to need more support from a reading partner. They may not be confident to explore the books without guidance.

## 2 Developing

Learners at this level are starting to work more independently. They will have a greater awareness of the structure of the book, and will be aware of the left to right flow of the text. Learners show preference when choosing a story and continue to be motivated by the animations and characters.

Learners at this level may anticipate repeated or key lines in the stories, but are likely to still require some input from a reading partner.

## 3 Confident

Learners at this level are reading and interacting with the books with confidence. They will follow and read the text from left to right. They are showing preference when selecting books and are likely to express a favourite. They may wish to skip animations and read just the text in each book.

Learners at this level will be much more confident to explore the books without guidance.

# Hints, tips and ideas

Here are some suggestions of different approaches and strategies to use when reading with your learners.

## ✓ Exploration

Early literacy development involves exploration of books. We see very young children picking up books, looking at them, opening them, pretending to read the book, turning the pages and so on. Very early exploration may not involve sitting down and reading the story from start to finish. When children have these early experiences of books they are building their understanding of how they work. This provides them with a foundation for interacting with books in a more formal way throughout their literacy journey.

Allow your learner to explore the books in Look to Read. Let them select which book they want to explore, especially in the earlier stages. Look at the front cover - what does it tell us? Who are the characters we see? Use the communication grids in Look to Read, and your learner's AAC to talk about the book, the characters and find out their thoughts and opinions before, during and after reading.

## ✓ Interaction

Reading during early literacy development should be a shared experience that provides plenty of opportunities for the learner, and a reading partner, to interact around the story. Interactions can provide an opportunity to show the learner how to explore books, to teach them the vocabulary they will find in the story and it provides plenty of opportunity for communication!

## ✓ Repetition

Lots of it! Don't just read a book once, read it again, and again. This will improve word recognition, fluency, comprehension and confidence.

## ✓ Purpose

Before reading, provide children with a purpose for reading. This will give your learner something to focus on. Make sure that each time you read the book you set a different purpose, so they are looking to find new information. Purposes can be something like:

- To find out who the characters are
- To think about how Mum is feeling when Bat eats jam
- To discover what happened to Bat when he ate the Jam
- To discuss what you might feed Bat

These are only suggestions - don't be afraid to have fun. And don't forget to model what you would like your learner to do.



# The CAR Strategy

The CAR Strategy (Notari-Syverson, Maddox and Cole 1999) can be a great strategy to use during shared reading . It provides a structure for your interactions and conversation, models language for your learner and can prevent you falling in to the trap of quizzing your learner about the book.



**COMMENT** “Look! There’s Bat” (pause)



**ASK** “Do you like Bat?” (pause)



**RESPOND** and add more “I like Bat. He looks like lots of fun!”

# STAGE 1 BOOKS



## Fat Bat Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on relevant area of the screen during reading				
Engagement with the story				
Engagement with characters and animation				
Awareness of text				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Fat Bat Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Listen & spell						
Building words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Pip Hops Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on relevant area of the screen during reading				
Engagement with the story				
Engagement with characters and animation				
Awareness of text				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:



# STAGE 1 BOOKS



## Pip Hops Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Listen & spell						
Building words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Ten Hens Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on relevant area of the screen during reading				
Engagement with the story				
Engagement with characters and animation				
Awareness of text				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Ten Hens Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Listen & spell						
Building words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Kit Licks Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on relevant area of the screen during reading				
Engagement with the story				
Engagement with characters and animation				
Awareness of text				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Kit Licks Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Listen & spell						
Building words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Which Duck? Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on text and images during reading				
Engagement with the story				
Engagement with characters and animation				
Following text left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Which Duck? Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Building words						
Find the words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

---

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Rabbit King Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on text and images during reading				
Engagement with the story				
Engagement with characters and animation				
Following text left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:



# STAGE 2 BOOKS



## Rabbit King Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Building words						
Find the words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Chip's Wish Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on text and images during reading				
Engagement with the story				
Engagement with characters and animation				
Following text left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Chip's Wish Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Building words						
Find the words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

---

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Buzz Bug Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on text and images during reading				
Engagement with the story				
Engagement with characters and animation				
Following text left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 2 BOOKS



## Buzz Bug Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Building words						
Find the words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

---

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Tick Tock Clock Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Exploring text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Tick Tock Clock Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Find the words						
Making words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## I am a Fish Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Exploring text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:



# STAGE 3 BOOKS



## I am a Fish Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Find the words						
Making words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Mum's Shopping List Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Exploring text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Mum's Shopping List Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Find the words						
Making words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

---

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Pond Picnic Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Exploring text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 3 BOOKS



## Pond Picnic Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Find the words						
Making words						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Snow Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Interacting with text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right with fluency				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Snow Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Making words						
Sentence building						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Night Spider Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Interacting with text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right with fluency				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:



# STAGE 4 BOOKS



## Night Spider Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Making words						
Sentence building						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Rainy Day Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Interacting with text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right with fluency				

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Rainy Day Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Making words						
Sentence building						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

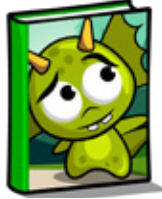
Notes

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Spotty Dragon Reading

Date:

Time of day:

Time Spent:

Purpose for reading:

	Emerging	Developing	Confident	Observations, targets & next steps
Interacting with text and images				
Engagement with the story				
Engagement with characters and animation				
Selecting words from left to right with fluency				

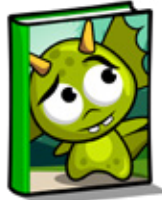
Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support						
Use of AAC during reading for conversation about the book						
Motivation						
Enjoyment						
Overall success						

Name of learner:

Reading partner:

Access method:

# STAGE 4 BOOKS



## Spotty Dragon Activities

Date:

Time of day:

Time Spent:

	Started activity	Completed activity	Requested full support	Requested some support	Requested no support	Observations, targets & next steps
Story sounds						
Making words						
Sentence building						
What happened?						

Quick check	1 (low)	2	3	4	5 (high)	Comments
Motivation						
Enjoyment						
Overall success						

Notes

---

Name of learner:

Reading partner:

Access method:

# STAGE 1 BOOKS



## Fat Bat Reading

Date: 15th March 18

Time of day: Morning

Time Spent: 20 mins

Purpose for reading: to find out who the characters are in the story (first read through)

	Emerging	Developing	Confident	Observations, targets & next steps
Focus on relevant area of the screen during reading		x		This got better as we read through the story.
Engagement with the story	x			X was engaged for the first half then distracted. Short bursts might be better.
Engagement with characters and animation		x		X LOVED the animations and giggled with excitement.
Awareness of text		x		Would select when one word on the page. Target- to select two words in a row.

Quick check	1 (low)	2	3	4	5 (high)	Comments
Reading without support		x				X had lots to say about the character Fat Bat
Use of AAC during reading for conversation about the book			x			
Motivation			x			More motivation would encourage X to select more than one word.
Enjoyment				x		
Overall success			x			

Name of learner: x

Reading partner: K. vacara

Access method: Eye gaze



# Quick Record

Name of learner:

Reading partner:

Access method:

Stage 1

Books (circle completed)

Observations and Comments



Stage 2

Books (circle completed)

Observations and Comments



Stage 3

Books (circle completed)

Observations and Comments



Stage 4

Books (circle completed)

Observations and Comments



Next Steps

Smartbox

# LOOK to Read



Congratulations, you have completed Stage 1!

Name.....

Date.....

Signed.....





Smartbox

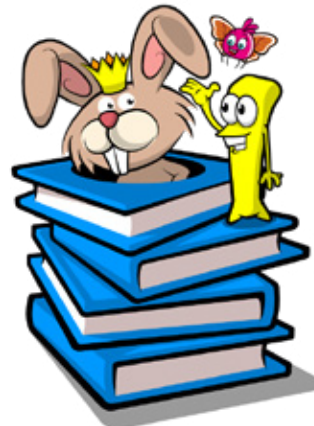


Congratulations, you have completed Stage 2!

Name.....

Date.....

Signed.....



# LOOK to Read



Congratulations, you have completed Stage 3!

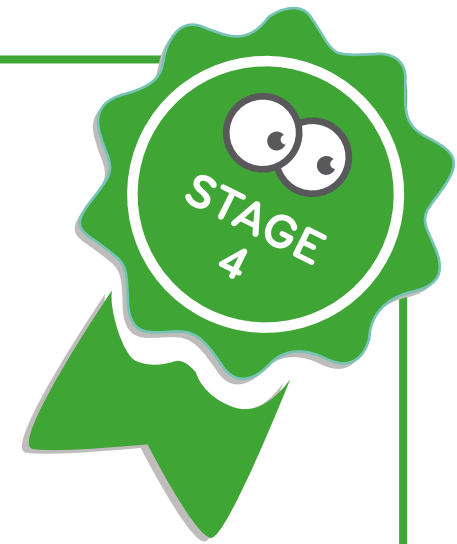
Name.....

Date.....

Signed.....



Smartbox



Congratulations, you have completed Stage 4!

Name.....

Date.....

Signed.....





Look to Read Workbook (Version 1.3)  
English (UK)

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