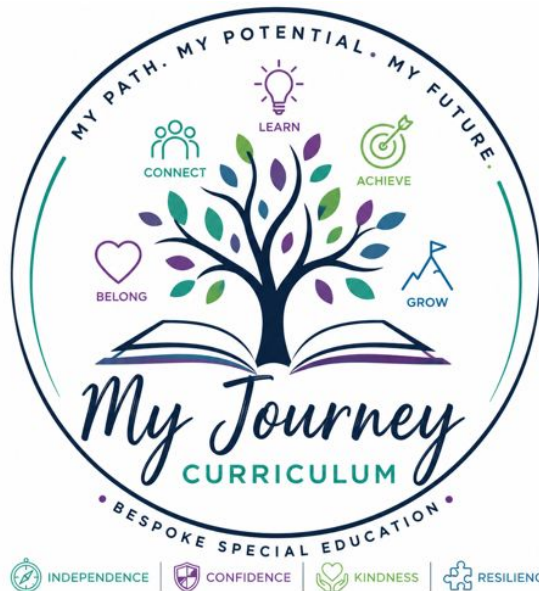




EDITABLE VISUAL RESOURCE PACK

COMMUNITY NOTICE READER

A Year 1 authentic literacy starter pack

READ • FIND • RESPOND • CREATE

Community notices for authentic reading and communication

BELONG • CONNECT • LEARN • ACHIEVE • GROW

Print the learner pages or edit every element in Google Slides.



Educator guide at a glance

Use one notice across the five-part lesson rhythm, then transfer to a fresh notice.

PURPOSE

Find and use information in an authentic community notice.

PRIORITY INFORMATION

Purpose • date • time • place • cost • what to do next

MATERIALS

Notice pages • vocabulary cards • response board • preferred AAC/symbols

EVIDENCE

Record what the learner found, how they responded and what support was present.



Access and dignity safeguards

Authentic literacy must increase agency—not create a test of speech, memory, vision or compliance.

1 MAKE ACCESS VISIBLE

Offer enlarged text, high contrast, read-aloud, text-to-speech, tactile markers and the learner's communication system.

2 TEACH THE TEXT FEATURE

Point out headings, dates and contact details before expecting independent location.

3 KEEP IT AGE-RESPECTFUL

Use real community purposes and uncluttered design; simplify access, not the learner's dignity.

4 HONOR PRIVATE / PASS

A learner can practice with fictional information and keep personal plans private.



Visual lesson rhythm

Alternate supported attention, active response and brief regulation opportunities.

1

BELONG

Preview purpose and choose a response mode.

2

CONNECT

Notice familiar notice features and symbols.

3

LEARN

Model how to find the purpose, date, time and place.

4

ACHIEVE

Use the notice to answer, choose, schedule or create.

5

GROW

Try a changed notice and name what helped.



Three fluid Journey Routes

Keep the shared purpose; change representation, language, choice complexity and independence.

1

EXPLORE & CONNECT

Notice or match a key feature; choose whether the notice is relevant; respond from two clear options.

2

BUILD & USE

State the main message and two details; answer a practical question or add the event to a schedule.

3

APPLY & LEAD

Compare notices for clarity and accessibility; revise or create a notice for a real audience.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Communication response board

Offer before reading. Learners may combine modes and change their choice.

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS

USEFUL READING MESSAGES

SHOW ME

READ IT AGAIN

I FOUND IT

NOT SURE

THAT MATTERS TO ME

PRIVATE / PASS

PARTNER ROUTINE

WAIT • WATCH • CONFIRM • HONOR

Do not repeat the question while the learner is still processing.



Notice vocabulary cards — set A

Cut and use as labels, matching cards or a simple word wall.

CAL

DATE

What day?

CLK

TIME

When?

PIN

PLACE

Where?

GO

EVENT

What happens?

\$

COST

How much?

FREE

NO COST

\$0



Notice vocabulary cards — set B

Pair words with the school's licensed symbol system if desired.

?

CONTACT

Who can help?

+

BRING

What is needed?

YES

OPEN

Can join

FULL

CLOSED

Cannot join now

→

REGISTER

Sign up

!

CHANGE

New information



Anatomy of a community notice

Teach the feature and its purpose. Color is a cue here, never the only cue.

COMMUNITY ART DAY

DATE Saturday, September 12

TIME 10:00 AM–1:00 PM

PLACE Riverside Community Center

FREE • Paint, collage and music • All materials provided

TITLE = what

DATE + TIME = when

PLACE = where

DETAILS = what to do

READING QUESTION

Which feature should I look at first for the information I need?



Model: find and use the information

Think aloud once, then let the learner direct where to look.

COMMUNITY ART DAY

DATE **Saturday, September 12**

TIME **10:00 AM–1:00 PM**

PLACE **Riverside Community Center**

FREE • Paint, collage and music • All materials provided

1 I need to know **WHEN**.

2 I scan for **DATE** and **TIME**.

3 I find **Saturday, September 12 at 10:00 AM**.

4 I decide: add it to my schedule, ask a question, or pass.



Route 1 task mat: find one key detail

Present one prompt at a time. Reduce the array only before the learner responds.

LIBRARY GAME CLUB

DATE Tuesday, October 6

TIME 3:30–4:30 PM

PLACE Central Library — Room 2

FREE • Board games and puzzles • Bring your library card

WHERE is the club?

CENTRAL LIBRARY

CITY PARK

NOT SURE

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Route 2 task mat: main message + details

Learners may point, select, type, sign, speak or use AAC.

PARK CLEAN-UP

DATE

Saturday, October 17

TIME

9:00–11:00 AM

PLACE

Eastside Park

Gloves and bags provided • Wear closed shoes • Water available

WHAT IS THE MAIN MESSAGE?

TWO IMPORTANT DETAILS



Route 3 task: compare for accessibility

Evidence may be a rating, annotation, explanation or edited notice.

NOTICE A

**Music tonight! Come along.
It will be fun.**

NOTICE B

**School Music Night
Friday, Nov. 6 • 6:00 PM
School auditorium • FREE
Quiet seating available**

Which notice is easier to use?

What information is missing?

What access information could be added?

Rewrite one line for clarity.



Practice notice 1: Library Game Club

Use for matching, information finding, scheduling, discussion or a fresh probe.

LIBRARY GAME CLUB

DATE

Tuesday, October 6

TIME

3:30–4:30 PM

PLACE

Central Library — Room 2

FREE • Board games and puzzles • Bring your library card

What do you need to know or do next?

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Practice notice 2: Park Clean-Up

Use for matching, information finding, scheduling, discussion or a fresh probe.

PARK CLEAN-UP

DATE

Saturday, October 17

TIME

9:00–11:00 AM

PLACE

Eastside Park

Gloves and bags provided • Wear closed shoes • Water available

What do you need to know or do next?

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Practice notice 3: School Music Night

Use for matching, information finding, scheduling, discussion or a fresh probe.

SCHOOL MUSIC NIGHT

DATE

Friday, November 6

TIME

6:00–7:15 PM

PLACE

School auditorium

FREE • Quiet seating available • Doors open at 5:40 PM

What do you need to know or do next?

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Practice notice 4: Recreation Cooking Class

Use for matching, information finding, scheduling, discussion or a fresh probe.

RECREATION COOKING CLASS

DATE

Wednesday, November 18

TIME

4:00–5:30 PM

PLACE

North Recreation Center

\$5 practice fee • Register by Nov. 13 • Ask about allergy access

What do you need to know or do next?

I can respond by...

SPEAK

SIGN

AAC

POINT / LOOK

ACT / DRAW

PRIVATE / PASS



Task cards: two clear choices

Cut apart. Use one card at a time and keep NOT SURE available nearby.

When is Game Club?

Tuesday

Saturday

SHOW • SAY • POINT • AAC

Where is Park Clean-Up?

Eastside Park

Central Library

SHOW • SAY • POINT • AAC

What is free?

Music Night

Cooking Class

SHOW • SAY • POINT • AAC

**Which event needs
registration?**

Cooking Class

Park Clean-Up

SHOW • SAY • POINT • AAC



Task cards: three-choice reading

Use after the learner understands the notice feature being assessed.

Music Night starts at...

5:40

6:00

7:15

Cooking Class costs...

FREE

\$5

\$15

Clean-Up says to wear...

closed shoes

a costume

a uniform

Game Club asks you to bring...

water

a library card

gloves



Create a clear community notice

Use for drafting, co-constructing or revising an authentic school/community message.

TITLE / PURPOSE

DATE

TIME

PLACE

WHAT TO DO / BRING

COST / FREE

ACCESS + CONTACT



Accessibility editing checklist

A clear notice helps more people act independently.

☐ The purpose is visible in the title.

☐ Date, time and place are easy to find.

☐ Cost or FREE is stated.

☐ The next action is clear: attend, register, bring or contact.

☐ Important access information is included.

☐ Text is plain, large and high contrast.

☐ A contact route is given for questions.

☐ Meaning does not depend on color alone.

Reading discussion and repair cards

Teach learners to ask for access, clarification and a useful next step.



WHAT DOES IT MEAN?

Clarify a word



READ IT AGAIN

Repeat the information

PIN

SHOW ME WHERE

Locate a feature



WHAT DO I DO NEXT?

Use the notice



THIS CHANGED

Revise the plan



I NEED MORE TIME

Pause and process



A-K-I-C-G evidence form

Record one small, valid sample. Separate literacy knowledge from the response mode and support.

Learner: _____ Notice: _____ Date: _____

ACCESS

How was the notice perceived and reached?

KNOWLEDGE / QUALITY

What feature, word, detail or main message was understood?

INDEPENDENCE

What prompt, model, reader, symbol, AAC or technology was present?

COMMUNICATION / AGENCY

What did the learner choose, ask, refuse, clarify or act on?

GENERALIZATION

What changed in the fresh notice, setting, partner or purpose?



Transfer and family/chosen-support guide

Generalization means using literacy for a new purpose—not repeating the same worksheet.

1

AT SCHOOL

Find one new real notice. Ask: What is it for? What information do we need? What will we do next?

2

IN THE COMMUNITY

Photograph or collect a public notice without personal information. Compare its clarity with one pack notice.

3

AT HOME / CHOSEN SUPPORT

Use a menu, invitation, appointment reminder or flyer the learner already encounters. Honor pass and privacy.

FRESH EVIDENCE

Can the learner find or use the needed information when the notice, person or setting changes? Record the access conditions and least support needed.