



Comprehensive Literacy Teaching Pack



Book of the week: Hello.

Since this book is written at Foundation level, it can be used for both emergent and conventional students.

Communication Focus of the Week: Hello

Greetings are an important part of social communication. We use them every day – to say hello to our family, friends and people we see.

We say hello in a range of ways, including waving, high fives, fist bumps and smiling.

Use the book of the week as a reason to talk about how you greet each other – waving, saying good morning, smiling – or elbow bumping!

Classroom Groups

Conventional literacy group: (put student names here)

Emergent literacy group: (put student names here)

Planning

Please note: You do not have to do the whole program in one block. Break it up, have fun and do it across the day.

Day 1

Signing In (all students)

Begin each day by signing in. Have a whiteboard or a piece of paper ready. Sign in yourself and then ask your student(s) to sign in. Most emergent students will make a mark either with a pencil or they could use an alternative writing tool. If the way in which they write their name can't be understood by their intended audience, then say, "now let me show you how I would write it" and write their name. Put the whiteboard or paper somewhere visible to show who is in the group for today.

Writing from Adults - Morning Message (all students)

Now use a whiteboard (or chart paper or IWB) to write a short message to your student(s). My suggestion would be: "Hello! Today is Monday. We are going to read a book." As you write, speak the message as well as writing it, to demonstrate that text is a code for speech.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students

Each day of this week you will be doing shared reading with the book of the week. For more information about shared reading see <http://www.comprehensiveliteracy.com/shared-reading.html>.

Today you will be reading the book of the week for the first time – this is the book "Hello". Read the book through – and follow your student's lead. If they are very interested in a picture, stop and chat about it. If you need to take a break part-way through, that's OK. Generally, the first time we read a book for shared reading we read it through and don't stop much.

Part of your job is to attract their attention to the book, if you need to! Read it in an interesting way. If you need help to attract their attention, you can also use a puppet, toy or prop. The puppet or the toy is for you to handle and for you to use to get their attention to the book.

Comprehension Instruction –transitional and conventional students

Each day of this week you will be doing comprehension instruction with the book of the week. For more information about comprehension instruction see <https://www.comprehensiveliteracy.com/comprehension.html#/>

Purpose for reading: Read to identify a title for the text. (Make you that you cover the title of the book before giving it to the students.)

Anchor: Talk about titles of other books you have read recently. Draw the students' attention to how titles link to the information in the text.

Explain to the students that there might be other possible titles for a book.

Tell the students that they are going to read the book and identify which title they think is best. *(The three options are all deliberately different to the real title).*

1. When we see our friends
2. Saying Hello
3. Greetings

(Or, if you think they are ready, they can suggest their own title(s) for the book).

Read: Read the book

Apply: Get students to vote which title they think is best. Then reveal the real title.

Working with Letters, Sounds and Words

Working with Letters and Sounds - emergent students

For students who know less than 50% of the alphabet

The two letters of the week are (teacher to decide).

- Introduce the letters of the week, their sounds, and signs.
- Watch and enjoy the 'Have Fun Teaching' songs on YouTube (or another song that is appropriate for your students).
- Talk about any students or staff that start with the letters. Take their photos.
- Introduce 5 concepts that start with each letter. (bring in objects or pictures for each concept e.g bear, bag, ball, blue, bat)
- Send a note home asking students to bring in any objects that start with the letters.

For students who know more than 50% of the alphabet

Letter of the Day

Our letter of the day today is (teacher to decide).

Watch a couple of letter of the day songs from [YouTube](#). Great playlists to investigate are:

Have Fun Teaching Alphabet Songs bit.ly/HFTalpha

ABC Mouse Alphabet Songs bit.ly/ABCalpha

Bounce Patrol Alphabet Songs bit.ly/bpalpha

Storybots Alphabet Songs bit.ly/SBoalpha

Follow the enhanced alphabet routine to talk about the letter of the day.

For all emergent students, throughout the week you can also do other alphabet activities – jigsaws, books, games, etc. If possible, do some activities that use the whole alphabet and use this as an opportunity to talk about the letter of the day or letters of the week in context.

Phonological and Phonemic Awareness

Word family of the week is (teacher to decide).

Watch a word family of the week song and model the changes to the words visually.

Offer the students a choice of onset letters and then talk about the word that their choice makes.

Working with Words – transitional and conventional students

High frequency words

Words of the week: teacher to select

Resources: word wall and a copy of each word card

Introduce the words of the week.

- Hold up each word one at a time and tell the students what the word is.
- Put the word in a sentence so that the students associate it with its meaning.
- Have the students clap once for each letter, calling attention to the word length. For students who find clapping difficult, they may be able to bang a drum or hit a switch. Students should also chant the letters of the word. They can do this out loud or using their inner voice. (You'll also find lots of interesting chants if you Google "word wall chants".).
- Stomp the number of syllables in each word.

Students then make or "write" the words. For many of the students we work with, handwriting might be difficult. For these students, look at an alternative pencil that they can use to write the words. Students could also type the letters on an iPad using a writing app or any other pencil where they have access to whole alphabet – and where common letters are available to them more than once.

Once each word has been introduced, clapped, chanted and "written" then it is time to add it to the word wall. Each word is added to the word wall under the letter it begins with.

Phonics

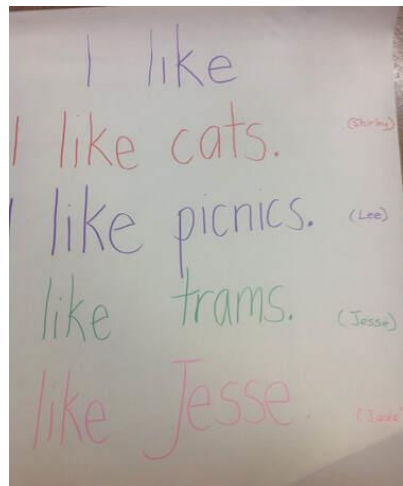
Making words lesson: Teacher to select. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

Writing

Writing with Adults – Predictable Chart Writing (all students)

Writing with Adults

- Pick a topic that is highly personalized and interesting to the students; E.g. our summer holiday; my favourite movies; my family; trains
- If you can't think of another topic, then the topic can be "Hello" since that is a theme for this week
- Take your turn first. Write the sentence stem – "I say hello with my" and then model selecting the final word from the body parts section, using AAC. Write the final word and then put your name in brackets.
- Each person in the group should have their turn, including all the adults.
- The chart should look like this when you have finished:



Writing by Myself (all students)

Set a topic of something to write about which will interest your student(s).

With the earliest emergent writers, we will often write about the task they have just been doing – playing on the swing or water play, etc.

For other writers we will set a topic using a photo or a video or a remnant/prop or the curriculum.

- If you want to stay with the hello topic you could take photos of the student waving or smiling hello. Get them to choose which photo they want to write about.
- There's also some videos you could use.
 - [Different ways to say Hello with Julia and Rosita \(Sesame Street\)](#)
 - [Adele's song Hello](#)
 - [Cats saying hello](#)
 - [Dogs saying hello](#)

You can also write about a completely different topic – a favourite person, place, a shared reading book or a curriculum topic. Some of my favourite writing prompts are:

○ Elephant jumping on trampoline ○ Giraffes high diving ○ Sea Cucumber poop ○ World's Biggest Fart ○ Funny Animals Photos	○ Funny books ○ Photos of the student doing things ○ Photos of their favourite people ○ Photos of their favourite places ○ Any topic we have been studying in a curriculum area
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Once you have set the topic, check out the information at <https://comprehensiveliteracy.com/writing-by-myself.html#/> for guidelines around supporting different students in writing.

Self-Selected Reading

For all students we select a range of books on topics of interest to engage them.

For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult.

For transitional and conventional students this should be books/texts at or below their reading comprehension level. The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us.

Comprehensive Literacy Plan: Hello

Day 2

Signing In (all students)

Sign in, following the directions from day 1.

Writing from Adults - Morning Message (all students)

Write a morning message. Write about something that you are going to do today.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students

Read the book again. Once again, if your students show particular interest in a page, that is a good place to stop and interact with them. Otherwise, have a focus today on the different body parts that people in the book are using to say hello – hands, arms, face, mouth. Make sure you know how to get to body parts in their AAC system. Have fun with it – try waving hello with your feet!

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to discuss different ways people communicate with each other in the book and different ways they say hello.

Anchor: Talk about different ways you say hello when you see people at school.

Remind students of the purpose for reading

Read: Read the book

Apply: discuss the purpose, either verbally or getting each student to write and/or draw their answer.

Working with Letters, Sounds and Words

Working with Letters and Sounds - emergent students

For students who know less than 50% of the alphabet

- Review letters, sounds, signs, and concepts.
- Read Tarheel Reader alphabet books for the target letters.
- Practice making the lower case and upper-case letters. Use a variety of tools/materials, e.g.
 - Markers

- Playdough
- Sand
- Letter stamps
- Shaving cream

For students who know more than 50% of the alphabet

Letter of the Day

Our letter of the day today is (teacher to decide).

Follow the enhanced alphabet routine to talk about the letter of the day.

Phonological and Phonemic Awareness

Read a word family of the week book and model the changes to the words visually.

Hide onset letters around the room and get the students to look for them. Once the students find the letters, put them together with the rime and talk about the words they make.

Working with Words – transitional and conventional students

High frequency words

Review the words of the week, following the same instructions as Monday. The only difference is that you will now be finding the words on the word wall to talk about them.

Phonics

Making words lesson: Teacher to select. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

Writing

Writing with Adults – Predictable Chart Writing (all students)

- Re-read the chart from yesterday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- For students with complex communication needs, you might record their line on a talking switch (e.g. BIGmack) or in an app like TapSpeak Sequence.
- For early emergent students, students who are at levels 1 and 2 on the developmental writing scale, the emphasis is on recognising their name rather than reading the whole line. You might say something like – “oooh, I wonder who wrote the next line. Hmmmm.... I can see a name starting with S” – and then use a big expectant pause, look at the student if needed, and maybe get another adult to whisper a prompt to the student. Make sure you fade that prompting over time.

Writing by Myself (all students)

Complete another piece of writing, using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Self-Selected Reading

For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult.

For transitional and conventional students this should be books/texts at or below their reading comprehension level. The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us.

Comprehensive Literacy Plan: Hello

Day 3

Signing In (all students)

Sign in, following the directions from day 1.

Writing from Adults - Morning Message (all students)

Write a morning message. Write about something that you are going to do today.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, have a focus on using describing words for the different people and characters in the book – you could use colours, shapes, size or anything else appropriate. Make sure you know how to get to the describe section in your student(s) AAC system.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to select one of the characters in the book and use an appropriate describing word for them.

Anchor: Describe someone in the classroom

Remind students of the purpose for reading

Read: Read the book

Apply: discuss the purpose, either verbally or getting each student to write and/or draw their answer.

Working with Letters, Sounds and Words

Working with Letters and Sounds - emergent students

For students who know less than 50% of the alphabet

- Review letters, sounds, signs, and concepts.
- Talk about any objects that the students have brought from home that start with those letters.

- Put objects that start with one of the letters (and some that don't) into a box or bag. Talk about whether the objects start with the letter ("yes" or "no").

For students who know more than 50% of the alphabet

Letter of the Day

Our letter of the day today is (teacher to decide).

Follow the enhanced alphabet routine to talk about the letter of the day.

Phonological and Phonemic Awareness

- Read a word family of the week book and model the changes to the words visually.
- Ask students to select a letter to use.
- Once the students find the letters, put them together with the rime and talk about the words they make. Google a picture of the word.

Working with Words – transitional and conventional students

High frequency words

Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall/>

Phonics

Making words lesson: Teacher to select. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

Writing

Writing with Adults – Predictable Chart Writing (all students)

- Re-read the chart from Monday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- Have the student(s) sentences already written out – and your own sentence too.
 - For your most emergent students (DWS levels 1 and 2 and possibly 3), cut the name away from the sentence, so you end up with two pieces. Stick their sentence down in their writing book in front of them and then ask them to stick their name down. Make sure they stick it wherever they choose to stick it - we measure progress by seeing the changes they make in positioning it. Once they've done this, then model doing it yourself with your own sentence. Make a big fuss of the fact that you are sticking your name at the end. Once a student is putting their name down at the end for three weeks, then move onto working the next level.

- For students at DWS levels 3 – 6, you would cut the sentence up for them. Let them have a go at sticking their sentence down, and then model doing it with your sentence. Each week use this as an opportunity to explicitly model a different skill. For example, one week you might say “I is the first word. That means I need to put it up the top on the left” and another week you might say “the first thing I want to do is put the words in order. Which one goes first? Let me look at the chart”

Writing by Myself (all students)

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Self-Selected Reading

For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult.

For transitional and conventional students this should be books/texts at or below their reading comprehension level. The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us.

Comprehensive Literacy Plan: Hello

Day 4

Signing In (all students)

Sign in, following the directions from day 1.

Writing from Adults - Morning Message (all students)

Write a morning message. Write about something that you are going to do today.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, have a focus on opinion words and use them to talk about different pages using opinions.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to discuss if you could use this text to help you get information on a topic (ie is it fiction or non-fiction).

Anchor: Make a list of features of fiction and non-fiction texts.

Fiction	Non-fiction
Text created from the imagination of the author	Text based in facts
Often a story	A presentation of true information
Might be illustrated with drawings	Might be illustrated with photos
Might have characters doing "impossible" things	Characters would only do possible things
The purpose is to entertain the readers	The purpose is to educate and inform the readers

Remind students of the purpose for reading

Read: Read the book

Apply: Ask each student to write about whether the book is fiction or non-fiction, giving one reason why.

Working with Letters, Sounds and Words

Working with Letters and Sounds - emergent students

For students who know less than 50% of the alphabet

- Review letters, sounds, signs, and concepts.
- Letter sort activity
- Sound sort activity.

For students who know more than 50% of the alphabet

Letter of the Day

Our letter of the day today is (teacher to decide).

Follow the enhanced alphabet routine to talk about the letter of the day.

Phonological and Phonemic Awareness

- Use the word family of the week and ask students to make a word from a choice of 2 or 3 letters.
- "I want you to make bat. Do you want to use a b that says /b/ or a c that says /c/".

Working with Words – transitional and conventional students

High frequency words

Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall/>

Phonics

Making words lesson: Teacher to select. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

Writing

Writing with Adults – Predictable Chart Writing (all students)

- Re-read the chart following the instructions for Day 2.
- Talk about illustrating the chart.
- Collect appropriate pictures (go and take photos or find images on Google or do illustrations).

Writing by Myself (all students)

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Self-Selected Reading

For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult.

For transitional and conventional students this should be books/texts at or below their reading comprehension level. The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us.

Comprehensive Literacy Plan: Hello

Day 5

Signing In (all students)

Sign in, following the directions from day 1.

Writing from Adults - Morning Message (all students)

Write a morning message. Write about something that you are going to do today.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, use the pages to talk about when you said hello to people and who you said hello to – on the phone, out and about.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to write a report on the book. Write about your opinion of the book this week.

Anchor: Discuss your opinion of the book and write about it using an appropriate writing level in your mini-lesson e.g. one good sentence.

Read: Read the book

Apply: Have students write to the purpose

Working with Letters, Sounds and Words

Working with Letters and Sounds - emergent students

For students who know less than 50% of the alphabet

- Review letters, sounds, signs, and concepts.
- Create 'letter of the week' books that include the targeted concepts and photos of any students or staff that start with the letters.
- You might send a couple of students on a scavenger hunt to see if they can take a photo of something else that starts with the letters.
- Print a copy to add to the class library

For students who know more than 50% of the alphabet

Letter of the Day

Our letter of the day today is (teacher to decide).

Follow the enhanced alphabet routine to talk about the letter of the day.

Phonological and Phonemic Awareness

- Use the word family of the week and ask students to make a word from a choice of 2 or 3 letters.
- "I want you to make bat. Do you want to use a b that says /b/ or a c that says /c/".

Working with Words – transitional and conventional students

High frequency words

Pick one of the word wall activities from <https://www.janefarrall.com/word-walls-using-the-word-wall/>

Phonics

Making words lesson: Teacher to select. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

Writing

Writing with Adults – Predictable Chart Writing (all students)

- Re-read the chart following the instructions for Day 2.
- Turn the chart into a book - you might want to use PowerPoint or Pictello to do this.
- Print the book out and publish it into the classroom library. It can go with your other books for self-selected reading. They are usually some of the students' favourite books.

Writing by Myself

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Self-Selected Reading

For emergent students these should be simple texts with or without repeated lines that they are allowed to go hands-on with – and can select a book to do shared reading with an adult.

For transitional and conventional students this should be books/texts at or below their reading comprehension level. The purpose of this block is to develop print processing skills and we don't get more fluent at reading if texts are too difficult for us.

And don't forget - you can access general information about comprehensive literacy instruction at

<https://www.comprehensiveliteracy.com/index.html#/>