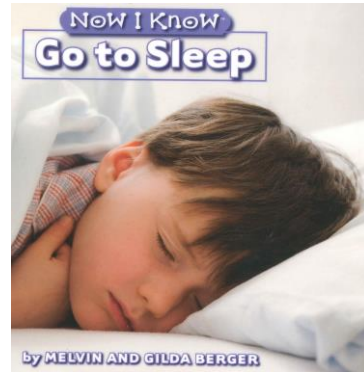
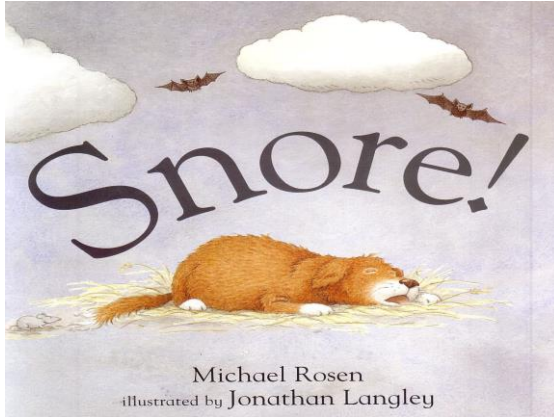




Comprehensive Literacy Teaching Pack



Shared Reading Book of the week: Snore
Comprehension Instruction Book of the week: Go to Sleep

Communication Focus of the Week: Familiar Activities

Throughout the week, talk about activities as they occur. Use activities in the student's AAC system as well as using actions, go and stop.

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.

Comprehensive Literacy Plan: Preferences

Day 1

Please note, this week things will be different – the purpose of this week is to have both a non-fiction and fiction book and for students to express a preference for one of them. So – all students will participate in shared reading. On Tuesday and Thursday, the shared reading will be with the non-fiction book as well.

Signing In (all students)

Sign in!

Writing from Adults - Morning Message (all students)

Write a morning message. Write about something that you are going to do today. Use a describing word or two in your message.

Shared Reading and Comprehension Instruction

Shared Reading – emergent students AND conventional students

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

Today you will be reading one of the books of the week for the first time – this is the book “Snore”. 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

Purpose for reading: Read to discuss what you know about boats, what you want to know, and to discover what you can learn.

Anchor: Use the KWL structure to discuss the topic of boats before reading the book.

Draw three columns on the whiteboard as shown below:

K	W	L

Explain to the students that the K is for Know. This is where you are going to list the things that you know about boats. Each student gets an opportunity to tell you one thing they know about boats and you write it in the first column. If needed, model (or get another staff member to model) contributing a piece of information yourself.

Now explain, that the W is for What you want to know. Ask students to tell you something that they want to know about boats and write their answers in the second column. Again, model this if needed.

Let them know that the third column is for things that you have learned from reading the book. Explain that they should focus when reading the book on new information – and that you will complete this column after reading the book.

Read: Read the book

Apply: Ask the students to tell you something they have learned from the book. They can refer back to the book as needed. Write each student's answer in the L column.

Once each student has had a turn, then review the two previous columns. Check off items in the K column that the text supported as a fact. Now, go through the W column and tick off anything they wanted to know that the book told them.

(Take a photo/copy of the table as you may want to use this for a writing purpose – reading to answer some of the W column questions and then writing about them.)

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

Storyboys 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

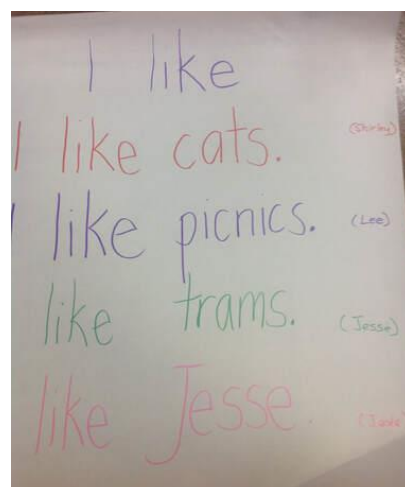
Making words lesson: **Teacher to select**. Use systematic sequential phonics for students at foundation level, use Making words for students at Grades 1 – 4.

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 “Sleeping is ____.” since that is a theme for this week
- Take your turn first. Write the sentence stem – “Sleeping is ____.” and then model selecting the next word from the descriptions 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 descriptions topic you could use photos of the students doing different things and get them to pick a photo of something they prefer to do to write about. This is a great option for the preferences topic!

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: Preferences

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. Again, use a describing word if possible.

Shared Reading and Comprehension Instruction

Shared Reading – all students

Read Go To Sleep instead today. Once again, if your students show particular interest in a page, that is a good place to stop and interact with them. Since this is your first time with the book you might need to read it through fluently.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to discover three facts about sleeping.

Anchor: Talk about where students sleep and anything else they want to share about sleep.

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. Hmmm.... 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: Preferences

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 – all students

You are going to read the book “Snore” 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 opinions or describing words to talk about the things that happen in the book.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to discover more information about going to sleep by using the pictures.

Anchor: Talk about sleeping. Where does each student sleep? What colour sheets do they have? What do they sleep in?

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 response.

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 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.
- 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: Preferences

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 – all

You are going to read the book “Go To Sleep” 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 action words and use them to talk about the things character does and whether they like or don’t like to do them.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to decide which of the two books of the week is fiction or non-fiction.

Anchor: Remind students of the 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 which 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: Preferences

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 – all students

You are going to read the book “Snore” 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 feelings the character might have.

At the end of shared reading, get all the students to vote for which book they prefer – Snore or Go To Sleep.

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#/>