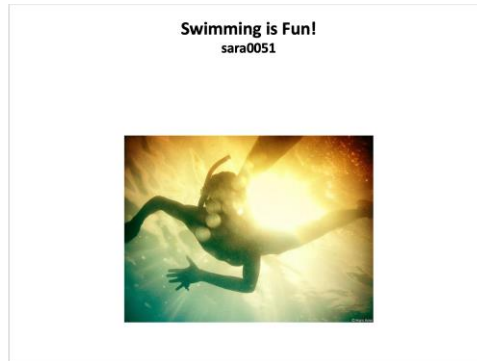




Comprehensive Literacy Teaching Pack



Shared Reading Book of the week: Swimming is Fun!
Comprehension Instruction Book of the week: Swimming is Fun!

Communication Focus of the Week: Places we like

Throughout the week, talk about Places we Like to go. Use places in the student's AAC system to discuss.

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: Familiar Activities

The main focus for this week is doing shared writing about a class experience. To facilitate this, please take photos of the class during a swimming lesson or session.

Day 1

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

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 “Swimming is Fun”. 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 “Swimming is Fun”. 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. Swimming is Fun
2. I like swimming
3. Going to the pool

(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

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 – Shared Writing (all students)

- Let the group know that you will be writing a book together over the week.
- Look at the book of the week and discuss the repeated line “swimming is fun”.
- Talk about your book and discuss what could be a good, repeated line.
- Use the opinions page in PODD to generate ideas then vote.

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.
- You can also write about a completely different topic – a favourite person, place, a shared reading book or a curriculum topic.

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: Familiar Activities

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 – 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 experiences of the students in swimming that are similar to the character in the book.

Comprehension Instruction – transitional and conventional students

Purpose for reading: Read to identify something that you like about swimming that is in the book.

Anchor: Talk about something you like to do 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 – Shared Writing (all students)

- Look at your class swimming photos and pick photos that you could use for your group book.

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: Familiar Activities

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, 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 identify something that you like about swimming that is NOT in the book.

Anchor: Talk about something you don't like to do 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.
- 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 – Shared Writing (all students)

Each student selects a photo to write about.

Writing by Myself (all students)

Complete another piece of writing, about the photo each student selected.

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: Familiar Activities

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 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 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 – Shared Writing (all students)

- Teacher works with the class to put the book together in Clicker or PowerPoint.
- Teacher works with class to write an end for the book – talk about the end of the book of the week.

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: Familiar Activities

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 feelings the character might have.

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 – Shared Writing (all students)

Class re-reads finished book and has a publishing party – adding it to the class library and sending copies home if appropriate.

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#/>