



Comprehensive Literacy Teaching Pack

Hello
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Shared Reading Book of the week: Hello
Comprehension Instruction Book of the week: Hello

Communication Focus of the Week: Greetings and Goodbyes

Review greetings and add in farewells!

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: Multimodal Writing

The main focus for this week is creating a shared multimodal writing about a topic with text, photos and videos.

One week of planning

Signing In (all students, every day)

Sign in!

Writing from Adults - Morning Message (all students, every day)

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

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.

Comprehension Instruction –transitional and conventional students

1. Look at the cover and read the title. Look at the pages. Predict what this book is about. Write up student's predictions, do a shared reading of the book and discuss the predictions again at the end.
 2. Read to discuss different ways in which they say hello in the book
 3. Read to discuss which is your preference for saying hello from the book
 4. Read to discuss extra information that you get from the pictures in the book.
 5. Read to learn if you like the book and how it makes you feel.
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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). Do activities with the two letters through the week.

For students who know more than 50% of the alphabet
Letter of the Day

Letter of the day Monday: (teacher to decide).

Letter of the day Tuesday: (teacher to decide).

Letter of the day Wednesday: (teacher to decide).

Letter of the day Thursday: (teacher to decide).

Letter of the day Friday: (teacher to decide).

Use the enhanced alphabet instruction routine to cover the letter each day.

Phonological and Phonemic Awareness

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

Do activities around the word family of the week each day.

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

Follow the usual pattern with the word wall words each day.

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)

Monday

- 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 different ways they say hello.
- Discuss different ways you say hello in your class.

Tuesday

- Take photos and videos of students greeting each other.

Wednesday

- Each student selects a photo and writes about it.

Thursday

- 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. Make sure you include videos as well as photos.

Friday

- 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 (all students)

Set a topic of something to write about which will interest your student(s) each day and have them write at an appropriate level.

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.
