



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE
A DIFFERENT POND BY BAO PHI

CYCLE # 1

	ROUTINE	LESSON
1	Shared Reading	Mixed CONVENTIONAL and EMERGENT: Follow the CAR
2	Vocabulary	CONVENTIONAL: Introduce and talk about new words. Share student-friendly definitions. Make connections to available core vocabulary on AAC systems
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
3	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Write the Chart Chart Title: <i>People We Help</i> Sentence Stem: I can help ____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Give Me Five: Things To Eat</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
5	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systematic alphabet and phonological awareness program.
6	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using The Fishing Trip (https://tarheelreader.org/2014/10/21/the-fishing-trip-2/) Part 2: Students read things they select

CYCLE # 2

	ROUTINE	LESSON
7	Shared Reading	Mixed CONVENTIONAL and EMERGENT: Follow the CAR or Put the CROWD in the CAR
8	Vocabulary	CONVENTIONAL: Returning to a Story Context
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson.
9	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Reread and Work with the Chart
10	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Mentor Texts</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
11	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
12	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using Lubna and Pebble by Wendy Meddour https://www.youtube.com/watch?v=EYlaGQxHKgY Part 2: Students read things they select

CYCLE # 3

	ROUTINE	LESSON
13	Shared Reading/Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to identify characters' feelings at the beginning and at the end of the book.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
14	Vocabulary	CONVENTIONAL: Returning to a Story Context Activity
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
15	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Work with Sentences: Read, Cut, Rebuild
16	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Choosing a Topic from Experience</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
17	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
18	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using A Fishing Story (https://tarheelreader.org/2009/11/06/a-fishing-story/) Part 2: Students read things they select

CYCLE # 4

	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension: Read to compare self to the main character.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Word Association Activity
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
21	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Be the Sentence
22	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Spelling With Sounds</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
23	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
24	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using Something to Eat (https://tarheelreader.org/2010/09/02/something-to-eat/) Part 2: Students read things they select


CYCLE # 5

	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to remember what happens in story settings
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
26	Vocabulary	CONVENTIONAL: Vocabulary Check-In
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
27	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Make and Read the Book
28	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Revising by Adding More</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
29	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
30	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>The Night Worker</i> by Kate Banks (https://www.youtube.com/watch?v=2eTkXsFnQZo&t=4s) Part 2: Students read things they select

LESSON #1-- MIXED GROUP: SHARED READING
A DIFFERENT POND

Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students' AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

Page	Comment
	<p>GET UP</p>
	<p>HE HELP</p>
	<p>GO OUT</p>
	<p>GO IN</p>
	<p>FEEL IT</p>

Page	Comment
 <p> The old bridge was built long ago. The stone was heavy and dark. The water was cold and still. The fishing was the best of the best. The night was dark and the stars were bright. The moon was full and the water was still. The fishing was the best of the best. </p> <p> POSTED BY THE KEEP OUT </p>	<p>GO WORK</p>
 <p> The man was old and the child was young. The man was tall and the child was short. The man was kind and the child was shy. The man was smart and the child was slow. The man was strong and the child was weak. The man was brave and the child was afraid. The man was good and the child was bad. The man was right and the child was wrong. The man was true and the child was false. The man was honest and the child was dishonest. The man was fair and the child was unfair. The man was just and the child was unjust. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. </p>	<p>GO HERE</p>
 <p> The stars were bright and the moon was full. The water was still and the fishing was good. The man was old and the child was young. The man was tall and the child was short. The man was kind and the child was shy. The man was smart and the child was slow. The man was strong and the child was weak. The man was brave and the child was afraid. The man was good and the child was bad. The man was right and the child was wrong. The man was true and the child was false. The man was honest and the child was dishonest. The man was fair and the child was unfair. The man was just and the child was unjust. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. </p>	<p>LOOK UP</p>
 <p> The man was old and the child was young. The man was tall and the child was short. The man was kind and the child was shy. The man was smart and the child was slow. The man was strong and the child was weak. The man was brave and the child was afraid. The man was good and the child was bad. The man was right and the child was wrong. The man was true and the child was false. The man was honest and the child was dishonest. The man was fair and the child was unfair. The man was just and the child was unjust. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. </p>	<p>GET SOME</p>
 <p> The man was old and the child was young. The man was tall and the child was short. The man was kind and the child was shy. The man was smart and the child was slow. The man was strong and the child was weak. The man was brave and the child was afraid. The man was good and the child was bad. The man was right and the child was wrong. The man was true and the child was false. The man was honest and the child was dishonest. The man was fair and the child was unfair. The man was just and the child was unjust. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. </p>	<p>DO GOOD</p>
 <p> The man was old and the child was young. The man was tall and the child was short. The man was kind and the child was shy. The man was smart and the child was slow. The man was strong and the child was weak. The man was brave and the child was afraid. The man was good and the child was bad. The man was right and the child was wrong. The man was true and the child was false. The man was honest and the child was dishonest. The man was fair and the child was unfair. The man was just and the child was unjust. The man was kind and the child was unkind. The man was gentle and the child was rough. The man was soft and the child was hard. The man was sweet and the child was sour. The man was calm and the child was angry. The man was patient and the child was impatient. The man was forgiving and the child was unforgiving. The man was merciful and the child was unmerciful. The man was gracious and the child was ungracious. The man was generous and the child was stingy. </p>	<p>NO</p>

Page	Page	Comment
		FEEL GOOD
		THEY EAT
		HE TALK
		HE HELP
		PUT IN
		THEY CAN EAT

	Page	Comment
		HE LOOK
		THEY GO
		SOME IN
		GO WORK
		MORE WORK
		ALL EAT
		SLEEP

LESSON #2 --CONVENTIONAL: VOCABULARY
A DIFFERENT POND

1. Introduce and talk about new words. Show the student the word in print – on individual words cards or written on the white board.
2. After you say and show each word, share the student-friendly definition provided below.
3. If you have students who use AAC, finish each word by demonstrating the use of related core words on their AAC devices. The goal is to demonstrate how to use the related words to talk about the new words.

New Word	Example in the Text	Student-friendly Definition	Related Core Vocabulary
1. bare	In the kitchen the bare bulb is burning.	Naked; plain	ALL OUT; NO ON IT
2. gentle	A kid at my school said my dad’s English sounds like a thick, dirty river. But to me his English sounds like gentle rain.	Soft; soothing	FEEL GOOD
3. faint	I rub my hands together, yawn, and look up to see faint stars like freckles.	Dim; weak	NOT BIG
4. gather	As Dad sets up in a clearing, I gather small, thin twigs for a fire.	Collect	GET
5. leaning	I set one end of each twig down, the other up, leaning them in so they rest against each other and hold each other up.	Move close	LITTLE TURN; TURN DOWN; TURN IN
6. upset	My dad smiles. He isn’t upset with me.	Mad; angry	NOT RIGHT; FEEL BAD
7. guide	He nods and I use two hands to help guide the fish into the bucket.	Move in the right direction	HELP GO; PUT IN RIGHT; MAKE RIGHT
8. few	Dad smiles, his teeth broken and white in the dark, because we have a few fish, and he knows we will eat tonight.	Some; not many	SOME; NOT ALL
9. reminds	“Look after your baby brother,” Mom reminds my brothers and sisters.	Helps to remember	HELP THINK; HELP DO
10. nod	Dad will nod and smile and eat with his eyes half closed.	Move your head up and down	UP DOWN; GO UP AND DOWN

LESSON #3 – MIXED GROUP: PREDICTABLE CHART WRITING

WRITE THE CHART

PREPARATION

- MATERIALS:
 - Chart paper
 - Markers
 - Choices for students if they are unable to generate their own ideas or communicate well enough to contribute ideas using their AAC systems. Choices might include:
 - Objects
 - Picture symbols
 - Photos
 - A list of words

STEP 1: INTRODUCE THE CHART TITLE/TOPIC

Start with a blank piece of chart paper and a dark marker,

SAY and WRITE: *Our chart this week is about **People We Help**.*

- Write the title (**People We Help**) at the top of the paper as the students watch.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class.

STEP 2: INTRODUCE THE SENTENCE STEM

SAY and WRITE: *We are going to write **I can help** _____. I will go first. **I can help** _____. Now I have to make a choice. How will I finish my sentence? Who can I help? I know. **I can help** _____.*

- Demonstrate an approach to choosing a word to complete the sentence using the approach your students will use. If they are choosing from pictures, objects, or a list of words, do the same thing in choosing your own word to complete the sentence.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class
- Emphasize capitalization and punctuation in a way that matches the skills of your students.

SAY and WRITE: *I am going to put my name at the end, so we remember who wrote this sentence.*

- Write your name or initials in parentheses at the end of the sentence.

STEP 3: COMPLETE THE CHART

SAY and WRITE: *Who would like to go next?*

- Work with the first student to make a choice to complete the sentence stem.
- Write the sentence while the students watch:
 - Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class.
 - Emphasize capitalization and punctuation in a way that matches the skills of your students.
- Write the student's name or initials at the end of each sentence.

Continue until all students have a sentence on the chart. Include other adults in the room as needed to get at least 5 or 6 sentences on the final chart.

LESSON #4 --CONVENTIONAL: WRITING LESSON PLAN

Give Me Five: Things To Eat

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you how I make lists of ideas for writing.

Plan for demonstrating the skill while thinking aloud:

SAY (Remember, this is all discussion. No writing yet): Sometimes it is hard for me to think of something to write about. I just can't pick a topic. When that happens, it is good to have a list. Today, I am going to make a list of things I might eat. First, I have to think. What are some things I like to eat?

- *Think aloud as you state some ideas of things you might eat.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Things to Eat**. Then, I think I'll write:*

- Create a numbered list and write at least 3-5 ideas.
- Think aloud as you write a list.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

SAY: This is a list I am going to keep in my writing folder. I can look at it when I need ideas for writing.

Plan to work with the students to apply the skill:

SAY (Remember, this is all discussion. No writing yet): Okay, let's make another list together. This time let's make a list of things we eat at school. First, tell me about some things we eat at school.

- Interact with students encouraging them to tell you some things you eat at school (e.g., goldfish crackers, orange slices, pizza).
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: Okay, those are some great ideas. Now, let's write about them. You tell me what I should write.

- Create a numbered list and write at least 3-5 ideas.
- Work with the students to write a list of the things they eat at school. Think aloud as you write words or short phrases.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan for setting up independent writing:

SAY: Today when you write, make a list of things you might eat at home. See if you can write five things you eat at home.

To the other adults in the room:

SAY: Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.

SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

Student Name:	Alternate Pencil or Special Writing Tools:
1.	1.
2.	2.
3.	3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 5 – WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the Building Bridges Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Complete the next lesson in Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *The Fishing Trip***

<https://tarheelreader.org/2014/10/21/the-fishing-trip-2/>

Read this book using the online version or a printed copy – this is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

Part 2: Students read things they select

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?






Taking time to reflect can help you identify routines to learn more about.




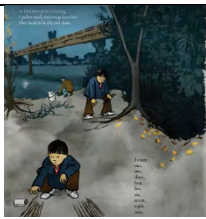


<https://go.unc.edu/BBreflect>














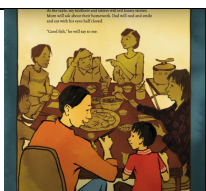

LESSON #7—MIXED GROUP: SHARED READING
A DIFFERENT POND

Read the book *Following the CAR or Putting the CROWD in the CAR* based on your students' needs. Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. To PUT the CROWD in the CAR, use the CROWD statement or questions instead of the CAR comment. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students' AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

Page	CAR	CROWD
	SHE SLEEP	How DO YOU THINK the boy FEELS? (SLEEP) C R O W D
	THEY GO	The boy asks, "CAN I _____?" (HELP) C R O W D
	HE RIDE	WHAT IS the boy riding IN? (THAT; car*) *note the student might point to the picture to respond. C R O W D
	GO IN	Tell ME about WHAT YOU see. C R O W D
	FEEL IT	WHO IS working today? (HE; Dad or bait man*) *note the student might point to the picture to respond. C R O W D

Page	CAR	CROWD	
	THEY STOP	Tell ME about a TIME YOU went OUT IN the dark.	C R O W D
	THEY NOT HERE	WHO told the funny jokes? (HE; man*) *note: the student might point to the picture to respond.	C R O W D
	HE LOOK UP	Tell ME about THIS picture.	C R O W D
	HE GET MORE AND MORE	The boy gathered ten sticks, then HE gathered _____ (MORE).	C R O W D
	HE MAKE IT	WHO IS building the fire? (HE; the boy) *note: the student might point to the picture to respond.	C R O W D
	IT LITTLE	Sometimes YOU shake your head to say NO.	C R O W D

Page	CAR	CROWD	
	HE GOOD	Tell ME how YOU THINK the boy FEELS.	C R O W D
	THEY EAT	Tell ME WHO packed the sandwiches. (HE; Dad*) *note: the student might point to the picture to respond.	C R O W D
	HE THINK	DO adults tell YOU stories sometimes?	C R O W D
	HE DO	The boy asked, "CAN I ____?" (HELP)	C R O W D
	HE PUT	WHERE will HE PUT the fish? (IN; bucket*) *note: the student might point to the picture to respond.	C R O W D
	HE THINK	Tell ME WHAT YOU THINK the boy sees IN the water.	C R O W D

Page	CAR	CROWD	
	HE LOOK	WHERE ARE the fish? (IN; bucket*) *note: the student might point to the picture to respond.	C R O W D
	HE RIDE	Tell ME about a TIME YOU rode IN the car.	C R O W D
	SHE FEEL GOOD	HOW does mom FEEL? (GOOD; happy) *note: the student might point to the picture to respond.	C R O W D
	HE DID GOOD	Tell ME HOW YOU THINK the boy FEELS.	C R O W D
	HE WATCH	YOU say goodbye to friends at school.	C R O W D
	THEY ALL EAT	Dad says the fish IS _____. (GOOD)	C R O W D
	WE SLEEP	Tell ME WHAT HE IS dreaming about. (fish; pond*) *note: the student might point to the picture to respond.	C R O W D

LESSON #8-- CONVENTIONAL: VOCABULARY
A DIFFERENT POND

Returning to a Story Context Activity

Description and Example	Target Words As Used in the Story	Response Format(s)
<p>“Think about the ways the author used the words in the book. How did the author use the word bare?</p> <p>They wrote, “In the kitchen the bare bulb is burning.”</p> <p>What other words could the author use to talk about something that is bare?</p>	<p>-gentle: A kid at my school said my dad’s English sounds like a thick, dirty river. But to me his English sounds like gentle rain. Tell me how gentle rain sounds. (LITTLE; SLOW)</p> <p>-faint: I rub my hands together, yawn, and look up to see faint stars like freckles. Tell me how faint stars look. (LITTLE; NOT WATCH)</p> <p>-gather: As Dad sets up in a clearing, I gather small, thin twigs for a fire. Tell me what we do to gather things. (GET)</p> <p>-leaning: I set one end of each twig down, the other up, leaning them in so they rest against each other and hold each other up. Tell me or show me leaning. (GO IN)</p> <p>-guide: He nods, and I use two hands to help guide the fish into the bucket. What other words could the author use to talk about guide? (HELP GO; MAKE FOLLOW)</p> <p>-few: Dad smiles, his teeth broken and white in the dark, because we have a few fish, and he knows we will eat tonight. Tell me some words you can use to talk about few. (SOME; LITTLE SOME)</p> <p>-reminds: Mom reminds my brothers and sisters. Tell me what happens when someone reminds you. (HELP THINK AND DO)</p> <p>-nod: Dad will nod and smile and eat with his eyes half closed. Tell me about or show me a nod. (GO UP AND DOWN)</p>	<p>Students use the vocabulary available on their AAC system to indicate and talk about examples of the target words being used in the story.</p> <p>Examples of words students might use are provided in parentheses after each of the example sentences from the story.</p>

#9 MIXED GROUP: PREDICTABLE CHART WRITING

REREAD AND WORK WITH THE CHART

PREPARATION

- ✓ Display the chart from Lesson #3

PREPARE TO DIFFERENTIATE THE LESSON: During this step, students who are reading and writing at levels much higher than the rest of the students might be generating their own lists of things they like and do not like. Alternatively, they might be writing to explain their sentence. The goal is to keep students engaged and thinking about the topic of the chart, while helping students who are reading and writing at higher levels get more out of the lesson.

STEP 1: REREAD THE CHART

SAY: *This is our predictable chart from yesterday. We wrote about **People We Help**. (Point to the words in the title as you read them). Let's read the rest of the chart together.*

- Reread chart while pointing to each word (can clap/chant/rap/sign depending on the needs of your students).
 - Encourage students to take turns pointing to and reading the words while the rest of the group reads along.
- Discuss the difference between reading the words out loud and reading them using an "inner voice."
 - Practice reading some sentences out loud and then reading them "in our head."

STEP 2: FOCUS ON PRINT CONCEPTS AND WORDS

SAY: *There are many letters, words, and sentences on our chart. Let's count the number of sentences.*

- Tell students about a sentence helping them see that a sentence begins with an uppercase letter and ends with a period (adjust as needed if the stem is a question instead of a sentence).
- Work with students to count the number of sentences on the chart.

SAY: *Now, let's see how many words are in each sentence.*

- Work with students to count the number of words in some if not all of the sentences.

SAY: *What else do you notice about the chart? I see the word "help." Who would like to come circle the word "help"?*

- Work with students to circle or underline different words that appear repeatedly on the chart.

Continue with finding specific letters or other print concepts based on your students' skills and learning needs.

Lesson #10—CONVENTIONAL: WRITING LESSON PLAN

Mentor Texts

MINI-LESSON

Announce the lesson focus:

SAY: *Today, I am going to show you how *A Different Pond* can give us ideas for writing.*

Plan for demonstrating the skill while thinking aloud:

PREPARE: Bookmark *A Different Pond* so that you can turn right to the page you want.



SAY (Remember, this step is discussion. No writing yet): *Let me read this part to you. Read the page above. I like the way the author tells how things feel. I want to do that. Do you remember how the boy held the bag of fish? The author tells how the fish felt in his hands. I was thinking I could write some of the ways I say things feel.*

- Think aloud about times you describe how things feel. Some examples are listed below. Personalize your sentences to things you say in your classroom.
 - *Sometimes I say, "My skin feels dry and itchy."*
 - *Sometimes I say, "Your coat feels fluffy and smooth."*
 - *Sometimes I say, "This glue feels wet and sticky."*

SAY: *Now, I am going to try it. I am going to remember what the author did and use it to write on my own.*

- Write some of the things you said during the prior step. Think aloud while writing at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

PREPARE: Bookmark this page in *A Different Pond* so that you can turn right to it.



SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Let me read this part to you. See how the author shows a different way of telling how things feel. Now he tells how the fish feel by saying that they feel like something else. I think we could say how something feels to us. We can use words to describe the temperature or texture or another thing that it feels like. Let's try it.*

- Interact with students encouraging them to share ideas.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: *Okay, those are some great ideas. Now, let's write about how something feels to you just like Bao Phi wrote about how fish felt to the boy.*

- Work with the students to write the words they provide. Write at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan for setting up independent writing:

SAY: *Today when you write, you could try this. You could use *A Different Pond* or another book to give you ideas.*

To the other adults in the room:

SAY: *The goal here is NOT to copy text in the book. If you notice students are copying, try closing the book and reminding them to write about the things they are thinking. Also, remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

Provide a copy of *A Different Pond* and other books that you know have been class favorites and put them in a basket for students to review before writing.

STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

Student Name:

- 1.
- 2.
- 3.

Alternate Pencil or Special Writing Tools:

- 1.
- 2.
- 3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 11 – WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Next lesson in Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #12 – MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud [Lubna and Pebble](#)

<https://www.youtube.com/watch?v=EYlaGQxHKgY>

This is a version of the book on YouTube. It is especially well done and read by the author, but try to get a copy of the book to read aloud to your students. They will learn more from your reading than listening to someone they do not know. However, if you can't find a copy, this or another recording will work. This is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

Part 2: Students read things they select

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/BBreflect>



LESSON #13 – CONVENTIONAL: READING COMPREHENSION

A DIFFERENT POND

Read to identify characters' feelings at the beginning and at the end of the book.

ANCHOR

Preparation/Materials Needed

Make a list of events you know make your students feel tired, excited, sad, scared, etc.

Example events include:

- waking up early
- moving around in the dark
- getting hurt
- waiting for too long

Activate Background Knowledge

SAY: I have a list of things here. These are all events. They are things that can happen to us.

- Read the list you made or the example list of events above

SAY: These events make us feel different things. They can make us feel tired, excited, sad, or scared. I am going to read each one again. You tell me how it makes you feel.

- Read each event and ask students to tell you how it makes them feel
- Record student responses

SAY: Today, we are going to read A Different Pond. We are going to read it to decide how the boy feels at different times in the story. We're going to decide how he feels:

- *when his dad wakes him up to go fishing,*
- *while they are fishing, and*
- *when he says goodbye when his mom goes to work.*

Set the Purpose

SAY: Read/Listen so that you can decide how the boy feels:

- *when his dad wakes him up to go fishing,*
- *while they are fishing, and*
- *when he says goodbye when his mom goes to work.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide how the waving goodbye to his mom makes the boy feel.

APPLY**Preparation/Materials Needed**

On the white board or chart paper, write a list of feelings that are familiar to your students.

Apply Activity

SAY: I have a list of feelings here. Sad, happy, scared, excited, hungry. Which of these feelings tells how the boy felt when he waved goodbye to his mom.




- Read each feeling and ask students to indicate if it does/does not describe how the character felt.
- Accept all student responses and record the number of students who select each feeling.




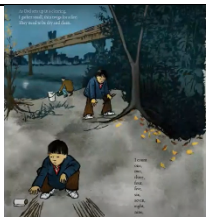


Follow-up and Feedback




Return to the text to reread information that tells how the character was feeling. Discuss the relationship with the student responses.

LESSON #13—EMERGENT: SHARED READING A DIFFERENT POND

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students’ needs. Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. To PUT the CROWD in the CAR, use the CROWD statement or questions instead of the CAR comment. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students’ AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

Page	CAR	CROWD
	TIME TO GO	IT WILL be hours before the sun COMES ____ (UP).
	HE HELP	The boys said, “Can I ____?” (HELP)
	HE TALK	YOU ride places IN the car.
	THEY STOP	Tell ME about a TIME YOU went IN a shop.
	HE FEEL	WHAT does IT mean WHEN the dad nods? (YES)

Page	CAR	CROWD	
	THEY GO DOWN	Would YOU WANT to GO fishing IN the dark?	C R O W D
	NOT HERE	WHERE DO YOU THINK the other men ARE?	C R O W D
	LOOK UP	WHO packed sandwiches? (HE; Dad*) *note: the student might point to the picture to respond.	C R O W D
	HE GET	Tell ME about THIS picture.	C R O W D
	HE DO IT	WHAT did the boy DO? (GET, MAKE, fire*) *note: the student might point to the picture to respond.	C R O W D
	HE NOT WANT	How DO YOU THINK the boy IS FEEL-ing?	C R O W D

Page	CAR	CROWD	
	GO HERE	"My dad smiles. HE isn't upset with ____." (ME)	C R O W D
	GET SOME	THEY sat DOWN to _____. (EAT)	C R O W D
	NOT GO HERE	Did YOU ever fish IN a pond?	C R O W D
	WANT HELP	Tell ME about a TIME YOU WANTED to HELP.	C R O W D
	PUT IT IN	DO YOU THINK the fish feels GOOD?	C R O W D
	FINISHED	WHERE IS the fish? (IN; bucket*) *note: the student might point to the picture to respond.	C R O W D

Page	CAR	CROWD	
	HE LOOK	WHAT DO YOU THINK the boy IS THINK-ing?	C R O W D
	GO IN	Sometimes YOU LOOK OUT the window of the car.	C R O W D
	SHE HERE	WHERE IS the fish? (IN; bucket*) *note: the student might point to the picture to respond.	C R O W D
	SHE LIKE IT	WHAT DO YOU THINK IS happening IN THIS picture?	C R O W D
	SHE GO	WHO IS GO-ing to work? (SHE; Mom*) *note: the student might point to the picture to respond.	C R O W D
	ALL HERE	WHO came to dinner? (ALL; family members*) *note: the student might point to the picture to respond.	C R O W D
	HE NOT UP	Tell ME a dream YOU HAVE had.	C R O W D

LESSON #14—CONVENTIONAL: VOCABULARY LESSON
A DIFFERENT POND

Descriptive Words

Description and Example	Target Words and Activity Items	Response format(s)
<p>“Let’s see how we can use some of these together.”</p> <p>Let me tell you some ways I can use these words.</p> <p>Think about the word, Nod. I nod my head to say yes. What does my head do when I nod? (GO UP DOWN)</p>	<p>Bare- Example: I like to have bare feet in the summer. Tell me about bare feet. (NO ON; ALL OFF)</p> <p>Gentle- Example: His voice was gentle. Tell me what a gentle voice sounds like. (NOT BIG)</p> <p>Faint- Example: I could barely see with the faint light. How else can you say faint? (LITTLE; NOT ON)</p> <p>Gather– Example: I gather many books to read together. How else can you say gather? (GET ALL; PUT ALL)</p> <p>Leaning – Example: Sometimes I like leaning on the table . How else can you say leaning? (GO ON; MOVE DOWN)</p> <p>Upset– Example: Sometimes people get upset with us. How else can you say upset? (NOT FEEL GOOD; FEEL BAD)</p>	<p>Students use the existing vocabulary on their AAC system to tell about ways they use the words. Write the examples students provide. Help them think about how they might use the words to talk to others.</p> <p>Examples of words students might use are provided in parentheses after each of the example sentences from the story.</p>

Description and Example	Target Words and Activity Items	Response format(s)
	<p>Guide– Example: I guide you to our reading spot. How else can you say guide? (HELP GO; MAKE FOLLOW)</p> <p>Few – Example: We read a few books every day. How else can you say few? (SOME; NOT MORE)</p> <p>Reminds– Example: The library reminds us to bring our books back. How else can you say reminds? (HELP TO THINK; HELP THINK; MAKE DO)</p>	

LESSON #15—MIXED GROUP: PREDICTABLE CHART WRITING

WORKING WITH SENTENCES: READ, CUT, AND REBUILD

PREPARATION

- MATERIALS:
 - Sentence Strips
 - Markers
 - Scissors for the students to use
- Write each student’s sentence on a separate sentence strip. Make two copies for students who are still working on successfully cutting the sentence into individual words.

PREPARE TO DIFFERENTIATE THE LESSON: Students who successfully cut the sentences into individual words across two or more cycles have demonstrated their understanding of concept of word. Rather than having them continue to cut apart and rebuild sentences, encourage them to spend this time writing new sentences that use the stem or brainstorm lists of other ideas that might complete the stem.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **People We Help**. Let’s read it together.*

- Read the chart taking time to clap, chant, rap and sign as needed.
- Practice reading sentences “in our head” to build students’ inner voice.

STEP 2: DISTRIBUTE SENTENCES

SAY: *I have your sentences here. Who wrote _____? (read the first sentence)*

- Work with individual students as needed to help them identify their sentences. This might include reading two and having them select or other strategies to narrow options and attract attention.

Continue until all of the sentences are distributed.

STEP 3: REREAD AND CUT SENTENCES INTO INDIVIDUAL WORDS

SAY: *Practice reading your sentence.*

- Help students point to each word on their sentence strips as you read them together.

SAY: *Now cut your sentences into words. Cut between each word.*

- Take care to emphasize that students are cutting between the words where one word ends and another begins. Avoid focusing on the space. The goal is not for students to find the space. Rather, it is to figure out where one word ends and another begins.
- Provide as little support as possible. If students cannot use scissors, ask them to show you where to cut. If they cannot point, move your scissors slowly across the sentence strip and ask the student to tell you when to stop and cut.

Allow all students to try to cut or direct you in cutting the words without guiding them. If they are unsuccessful, work together to cut the second sentence strip into individual words OR tape together the few words they cut incorrectly.

STEP 4: REBUILD THE SENTENCES

SAY: *Now, use the words to make your sentence.*

- Work with students to arrange the words into the original sentence.

Read the sentence that results each time the student arranges the words.

SAY: *Does that sound right? Let's look back at our chart. Your words say, _____. Your sentence on the chart says, _____. Are they the same? Yes, they sound the same. Your sentence is _____. OR No, not quite. Can you make your words say _____.*

- Take care to emphasize that students are cutting between the words where one word ends and another begins. Avoid focusing on the space. The goal is not for students to find the space. Rather, it is to figure out where one word ends and another begins.
- If students are not correct after two or three attempts, work with them to put the words in the correct order and read the sentence together.

LESSON #16—CONVENTIONAL: WRITING LESSON PLAN

Choosing a Topic from Experience

Mini-lesson

Announce the lesson focus:

SAY: Today, I am going to show you how to write about something you have done.

Plan for demonstrating the skill while thinking aloud:

PREPARE: Select an experience that will be familiar to the students.

SAY (Remember, this step is discussion. No writing yet): *I want to write about something I did. I want to write about a time I got up early. When I think about it, I remember so many things. What could I write?*

- Think aloud about the experience. Name people, events, and objects as you think aloud.

SAY: Now, I am going to write about a time I got up early. I have lots of ideas I can write.

- Write some of the people, events, and objects you named during the think aloud at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan to work with the students to apply the skill:

PREPARE: Select an experience that all of the students will remember.

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Do you remember the time that we _____? Let's write about it. First, tell me what you remember.*

- Interact with students encouraging them to tell you what they remember about the experience.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: Okay, those are some great ideas. Now, let's write about it.

- Work with the students to write about the experience writing the words they provide. Write at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan for setting up independent writing:

SAY: *Today when you write, try to write about something you have done. Think about what you did. Tell someone about it. Then write about it.*

To the other adults in the room:

SAY: *Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

Supporting Student Topic Selection

What special supports will you provide to help students select their writing topics?

Student Writing Tools

What special writing tools (alternate pencils) do students need?

Student Name:	Alternate Pencil or Special Writing Tools:
1.	1.
2.	2.
3.	3.

Plan for Sharing: Sharing Spotlight

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 17 — WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Next lesson in Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #18 – MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud *A Fishing Story* (<https://tarheelreader.org/2009/11/06/a-fishing-story/>)

Read this book using the online version or a printed copy – this is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

Part 2: Students Read Things They Select

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/Bbreflect>



LESSON #19- CONVENTIONAL: READING COMPREHENSION
A DIFFERENT POND
ANCHOR – READ – APPLY LESSON PLAN

Read to compare self to the main character.

ANCHOR

Preparation/Materials Needed

- Chart paper or white board to write on.
- A T-chart with the following headers on each column: Words that Describe Me; Other Important Words

Activate Background Knowledge

SAY: We can use describing words to tell people about ourselves. Here are some words that describe me.

- Write 3 or 4 words that describe yourself. For example, man, short, helpful. Think aloud and take suggestions as you make the list.

SAY: What are some words that describe you? You tell me. I will write them down.

- Write the words as students offer them. Write describing words in the column labeled, “Words that Describe Me.” Write all other words in the column, “Other Important Words.” Keep going until you get 6 or more words in the list.

SAY: These are words that describe us.

- Read the list of words describing you and the words the students generated.

SAY: Today, we are going to read A Different Pond. There is a boy in the story. Do you remember him? He is a main character.

Set the Purpose

SAY: Today, we’re going to read/listen so that you can decide which of our describing words also describe the boy in the story.

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide which of our words also describe the boy.

APPLY

Preparation/Materials Needed

The list of words describing you and the words the students generated.

Apply Activity

SAY: You were reading/listening in order to decide which of our words describes the boy in A Different Pond. I will read these words. You tell me which of these words describe the boy.





- Read and point to each word on the list of words describing you and the words the students generated.
- Pause after each word for students to indicate if it is a word that describes the boy in *A Different Pond*. Circle or otherwise mark the words that students select.







Follow-up and Feedback






Return to the text to check each word the students selected and to see if they missed any.



LESSON #19—EMERGENT: SHARED READING A DIFFERENT POND


Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs. Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. To PUT the CROWD in the CAR, use the CROWD statement or questions instead of the CAR comment. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students' AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

Page	CAR	CROWD	
	GET UP	WHO IS SLEEP-ing? (SHE; Mom*) *note: the student might point to the picture to respond.	C R O W D
	CAN HELP	Sometimes YOU LIKE to HELP, too.	C R O W D
	HE LIKE	THEY ARE leaving before the sun COMEs _____. (UP)	C R O W D
	STOP HERE	WHERE ARE THEY GO-ing? (IN, *store) *note: the student might point to the picture to respond.	C R O W D

Page	CAR	CROWD	
	GO IN	Tell ME about THIS picture.	C R O W D
	HELP GO	Tell ME about a TIME YOU held hands with someone.	C R O W D
	NOT HERE	WHO told the funny jokes? (HE; Hmong man*) *note: the student might point to the picture to respond.	C R O W D
	LOOK UP	Tell me about this picture.	C R O W D
	MORE AND MORE	WHAT does the boy have to DO TO FIND sticks? (LOOK) *note: the student might point to the picture to respond.	C R O W D
	MAKE IT GOOD	"I set one end of each twig down, the other one ____." (UP)	C R O W D

Page	CAR	CROWD	
	PUT IT ON	Would you want to hurt that little fish?	C R O W D
	FINISHED GOOD	WHAT is happening in this picture?	C R O W D
	GET SOME	Tell ME about a TIME YOU got to EAT outside.	C R O W D
	LOOK	Have YOU ever seen a pond LIKE this one?	C R O W D
	GET IT	The boy asks, "Can I ___?" (HELP)	C R O W D
	PUT IN	Tell ME about the boy.	C R O W D

Page	CAR	CROWD	
	HE GOOD	WHO IS GO-ing to WORK later? (HE; Dad*) *note: the student might point to the picture to respond.	C R O W D
	WANT LOOK MORE	Tell ME about a TIME when YOU saw trees LIKE these.	C R O W D
	GO LOOK	THEY GET IN the car. IT IS TIME TO _____. (GO)	C R O W D
	IN	WHAT will THEY DO with the fish? (EAT IT)	C R O W D
	HE DO IT	Mom needs HELP. SHE must GO to _____. (WORK)	C R O W D
	SHE GO	The boy waves goodbye. Dad must GO to _____. (WORK)	C R O W D
	ALL IN	Dad says the fish tastes _____. (GOOD)	C R O W D

	NOT OPEN	WHAT IS HE dreaming about? (fish*) *note: the student might point to the picture to respond.	C R O W D
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LESSON #20—CONVENTIONAL: VOCABULARY LESSON
A DIFFERENT POND

Word Association Activity

Description and Example	Target Words and Activity Items	Response format(s)
<p>“I have 3 words up on the board: faint, leaning, guide. I will read a sentence. You decide which word goes with the sentence.”</p> <p>Examples:</p> <p>faint – leaning -- guide - He shows us the way. - The block tower might tip over. - His writing was very light.</p>	<p>nod – few – upset</p> <ul style="list-style-type: none"> - My head went up and down. - We don’t need many. - He feels like he might throw up. <p>gentle – faint – gather</p> <ul style="list-style-type: none"> - I get all my clothes together. - She pets the dog softly. - The light is dim. <p>bare – reminds – guide</p> <ul style="list-style-type: none"> - She helps me remember. - He takes a bath. - I lead you to the playground. <p>remember – true – dream</p> <ul style="list-style-type: none"> - I almost forgot my lunch. - I know that’s right! - I woke up thinking about it. 	<p>After each sentence is read, the teacher points to and reads the three words (e.g., say “remember” and pause). Pause after each word to give students a chance to indicate that the word goes with the sentence. Students indicate “that’s the one” using any form of communication or action that is available to the student with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message device, or low or high tech AAC).</p>

LESSON #21—MIXED GROUP: PREDICTABLE CHART WRITING BE THE SENTENCE

PREPARATION

- MATERIALS:
 - Sentence Strips
 - Markers
 - Scissors for the students to use

PREPARE TO DIFFERENTIATE THE LESSON: Students who are conventional readers, writers, and communicators can be encouraged to take the lead during the Be the Sentence activity. They can READ the sentence that results when their peers arrange the words, or they can gently direct their peers to make or correct the sentence.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **People We Help**. Let's read it together.*

- Read the chart taking time to clap, chant, rap and sign as needed.
- Practice reading sentences "in our head" to build students' inner voice.

STEP 2: REWRITE ONE SENTENCE

SAY: *Today we are going to work together to Be the Sentence. Which sentence should we use first?*

- Work with students to select two or more sentences you will use to Be the Sentence

SAY and WRITE: *The first sentence you chose is _____. Let's write it together.*

- Write the sentence on a new sentence strip.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class
- Emphasize capitalization and punctuation in a way that matches the skills of your students.

STEP 3: CUT AND DISTRIBUTE THE WORDS

SAY: *Who can tell me what the first word is in our sentence?*

- Identify one student to point to and then cut off the first word in the sentence.
- Leave that word with the student to use in Be the Sentence.

SAY: *Who can tell me what the second word is in our sentence?*

- Identify one student to point to and then cut off the second word in the sentence.
- Leave that word with the student to use in Be the Sentence.

Continue until the sentence has been cut into individual words that are now distributed among the students.

STEP 4: BE THE SENTENCE

SAY: *Now, let's be the sentence! Who has the first word?*

- Work with students to identify the first word and the student who has the first word. Have that student come to the front of the group.
- Continue with the remaining words in the sentence until the students are in the front of the room – in the order they have selected.

SAY: *Let's read the sentence.*

- Point to each student and read their word with them. Depending on the students' reading and communication skills this may involve students saying their own words or you might read them aloud for them.
- **ALLOW MISTAKES!!!** Part of the fun is figuring out the right order – not just getting it right the first time.

Repeat the process of Being the Sentence by swapping out words from other sentences.

LESSON #22—CONVENTIONAL: WRITING LESSON PLAN

Spelling With Sounds

MINI-LESSON

Announce the lesson focus:

SAY: *Today, I am going to show you how I spell words by thinking about the sounds in words.*

Plan for demonstrating the skill while thinking aloud:

PREPARE: Bookmark this page in *A Different Pond* so that you can turn right to it.



SAY (Remember, this step is discussion. No writing yet): *First, I have to pick my topic. Today, I am going to write about this picture. I am thinking about the picture. What do I see? What could I write?*

- Think aloud about the picture: *What do I see? I see the mom sleeping in the bed. I see the boy sitting on the bed. I see the dad standing by the bed.*

SAY: *Now, I am going to write about this picture. I have lots of ideas I can write. I know how to spell some of the words. I'll start with those.*

- Write one or two words about the picture. Think aloud and spell the words correctly.
 - Mom
 - Dad
 - In

SAY: *I have other things I want to write about this picture. I am not sure how to spell them, but I can think about the sounds in the words. I can write the letters that represent those sounds to try to write the words.*

- Demonstrate spelling a few words by repeatedly saying the words and stretching the sounds. Take care to keep the sounds together. Avoid segmenting the word into individual sounds. (examples: bet, sit, yawn, stretch, whisper)

Plan to work with the students to apply the skill:

PREPARE: Bookmark this page in *A Different Pond* so that you can turn right to it.

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Here I have another picture. Tell me about this picture.*



- Interact with students encouraging them to tell you about the picture.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: *Those are some good ideas. Let's write them now. Help me think about the sounds in the words we should write. (he, can, make, set, up, etc.)*

- Work with students to write a few words. Help them say the words repeatedly. Help them stretch the sounds. Again, take care to keep the sounds together. Avoid segmenting the word into individual sounds.

Plan for setting up independent writing:

SAY: *Today when you write, try to write the words you want to write words by thinking about the sounds in those words.*

To the other adults in the room:

SAY: *Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

Student Name:	Alternate Pencil or Special Writing Tools:
1.	1.
2.	2.
3.	3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 23 — WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Next lesson in Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #24 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud using & *Something to Eat***

<https://tarheelreader.org/2010/09/02/something-to-eat/>

Read this book using the online version or a printed copy – this is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

Part 2: Students Read Things They Select

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/Bbreflect>



LESSON #25- CONVENTIONAL: READING COMPREHENSION

A DIFFERENT POND

Read to remember what happens in story settings.

ANCHOR

Preparation/Materials Needed

1. Make a list of the things your students do at school and a list of the places where they do those things. For example, places might include the cafeteria, gymnasium, and media center. Actions might include eating lunch, checking out a book, and riding on scooters.
2. Make a list of the settings in the story.

Activate Background Knowledge

SAY: We go to many places at school. These places are called settings. I made a list of some places.

- Read the settings on your list while pointing to them.

SAY: We do different things in each of these places or settings. I wrote down some things.

- Read the list of things you do in each setting.

SAY: Help me match the things we do with the right setting.

- Work with students to match things from the two lists.

SAY: Today we're going to read this book, A Different Pond. Here is a list of settings in this story.

- Read the list of settings.
 - *The bedroom*
 - *The car*
 - *The bait store*
 - *The pond*
 - *The kitchen*

Set the Purpose

SAY: Read/Listen to remember what happens in each of the settings in this story.

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to remember what happens in each setting in the story.

APPLY**Preparation/Materials Needed**

Make a list of things that happen – intentionally make the list in an order that does not match the order of the settings on the other list.

- Some activities
 - The boy helps Mom prepare the fish for cooking.
 - Dad buys minnows for fishing bait.
 - Dad and the boy catch a fish.
 - Dad drives to the pond.
 - The boy rubs his eyes to wake.

Apply Activity

SAY: You were working to remember what happened in each of the settings in this story. Here are the settings.

- Read the list of settings.

SAY: Here is a list of the things that happened in these settings. Help me match the things that happened with the right settings.

- Work with students to match things from the two lists.


Follow-up and Feedback

Return to the text to check each of the responses the students provide and to make sure there aren't any they missed.






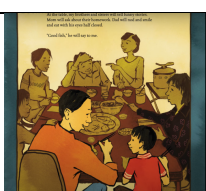

LESSON #25—EMERGENT: SHARED READING A DIFFERENT POND

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs. Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. To PUT the CROWD in the CAR, use the CROWD statement or questions instead of the CAR comment. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students' AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

Page	CAR	CROWD	
	SHE SLEEP MORE	Tell ME about a TIME YOU got UP early.	C R O W D
	TIME TO GO	Dad made sandwiches for them to _____. (EAT) *note: the student might point to the picture to respond.	C R O W D
	GO OUT	WHAT DO YOU THINK the boy is THINK-ing?	C R O W D
	GO IN	The bait shop always seems to be _____. (OPEN)	C R O W D

Page	CAR	CROWD	
	NOT WORK	Did YOU ever hold a bag of fish?	C R O W D
	GO DOWN	THEY NEED fish to EAT. DO YOU EAT fish?	C R O W D
	THEY TALK	WERE the two men at the pond today?	C R O W D
	WE HERE	Tell ME about THIS picture.	C R O W D
	I PUT DOWN	Tell ME about a TIME YOU HELPEd.	C R O W D
	I MAKE	How DO YOU THINK the boy FEELs?	C R O W D

Page	CAR	CROWD	
	I NOT WANT	Now the boy does NOT WANT to _____. (HELP)	C R O W D
	HE GOOD	DO YOU THINK HE IS happy?	C R O W D
	EAT	DO YOU LIKE bologna sandwiches?	C R O W D
	HE SAID YES	WHAT DO YOU THINK the dad IS LOOK-ing at?	C R O W D
	CAN I HELP	The boy WANTS TO _____. (HELP)	C R O W D
	NOT LIKE	Tell ME about something slimy THAT YOU HAVE touched.	C R O W D
	GOOD TO EAT	WHAT will THEY DO with the fish? (EAT IT)	C R O W D

Page	CAR	CROWD	
	I THINK	WHERE IS the fish? (IN; bucket*) *note: the student might point to the picture to respond.	C R O W D
	I LOOK OUT	Tell ME about THIS picture.	C R O W D
	SHE LIKE	Tell ME about a TIME a grown UP smiled at YOU.	C R O W D
	WE FINISHED	WHO IS cleaning the fish? (SHE; Mom*) *note: the student might point to the picture to respond.	C R O W D
	SHE WORK	How DO YOU THINK the boy FEELS?	C R O W D
	WE TALK	WHO caught the fish THEY ARE eating? (HE; Dad or boy*) *note: the student might point to the picture to respond.	C R O W D
	I SLEEP	How DO YOU THINK the boy FEELS?	C R O W D

LESSON #26—CONVENTIONAL: VOCABULARY LESSON
A DIFFERENT POND

Vocabulary Check-in

Description and Example	Target Words and Activity Items	Response Formats
<p>Students describe and use the new words in ways that extend beyond those used in instruction. For example, you may ask students to “Describe something you find surprising.”</p>	<ol style="list-style-type: none"> 1. Tell me about a time someone had to remind you about something. 2. Show or tell me what it means to nod. 3. Tell me about something that can be bare. 4. Tell me about a time when you need to be gentle. 5. Show or tell me what it looks like to be leaning on something. 6. Tell me about something that can make you feel upset. 7. Tell me what it means to have just a few. 8. Tell me about something that can look faint. 9. Tell me about something you can gather. 10. Tell me about what it means to guide something. 	<p>Students use all available forms of communication including the existing vocabulary on their AAC system to demonstrate understanding of the words.</p>

LESSON #27—MIXED GROUP: PREDICTABLE CHART WRITING MAKE AND READ THE BOOK

PREPARATION

- PowerPoint, Google Slides, or other book-making tool (e.g., Tar Heel Reader)
- A small collection of photos or symbols for each sentence **OR** crayons, markers or pencils/pens for drawing
- Produce a single piece of paper with one student’s sentence on each page.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **People We Help**. Let’s read it together.*

- Read the chart taking time to clap, chant, rap, and sign as needed.
- Practice reading sentences “in our head” to build students’ inner voice.

STEP 2: MAKE BOOK PAGES

SAY: *Today we are going to make a book using our sentences. Let me show you how I am going to add a picture to go with my sentence. My sentence is _____. Here are some pictures. Which one should I choose?*

- Think aloud while deciding which picture you want to use.
- If students are able to draw, demonstrate drawing a picture at this step.

SAY: *Now it is your turn. Who wrote the sentence _____.*

- Read and distribute the individual sheets of paper and images you’ve gathered.
- Work one-on-one with the students to read the sentence, select an image and put it in the book.

As an alternative, this entire step can be completed as a group using the slides you’ve created in PowerPoint, Google Slides, or some other book making tool. Work with the group to identify the author of each sentence and select an image for each page using the collections of images you’ve gathered.

STEP 3: ASSEMBLE AND READ THE BOOK

- After all of the book pages are completed, staple the pages together, and read the book with the group.
- Make copies of the book for students to read during self-directed reading and/or take home.

LESSON #28—CONVENTIONAL: WRITING LESSON PLAN

Revising by Adding More

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you how I make my writing more interesting by adding more.

Plan for demonstrating the skill while thinking aloud:

Select a writing sample from a previous Mini-lesson to use in this part of the lesson.

SAY (Remember, this is all discussion. No writing yet): *When we write, we usually choose a new topic. Today, I am going to write more about an old topic. Do you remember when I wrote this? Read the text. I was writing about _____ . Today, I am going to make it more interesting by adding more.*

- Think aloud as you state some ideas of things you could add.

SAY: Okay, I think I have some ideas. I am going to add them.

- Think aloud as you write more about the topic.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan to work with the students to apply the skill:

Select another writing sample from a previous Mini-lesson to use in this part of the lesson.

SAY (Remember, this is all discussion. No writing yet): *Okay, let's try it together. Here is something else I wrote. Read the text. What could I add to it? What would make it more interesting?*

- Interact with students encouraging them to tell you what you could add.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: Okay, those are some great ideas. Now, let's write about them. You tell me what I should write.

- Write the things students contribute. Write at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Plan for setting up independent writing:

SAY: Today when you write, try adding more to something you wrote before. Try adding more to make it more interesting.

To the other adults in the room:

*SAY: Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

SUPPORTING STUDENT TOPIC SELECTION**What special supports will you provide to help students select their writing topics?**

Provide students with their writing folder or with a collection of things they have written in the past.

STUDENT WRITING TOOLS**What special writing tools (alternate pencils) do students need?**

Student Name:	Alternate Pencil or Special Writing Tools:
1.	1.
2.	2.
3.	3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON #29 – WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Next lesson in Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #30 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *The Night Worker***

<https://www.youtube.com/watch?v=2eTkXsFnQZo&t=4s>

This is a version of the book on YouTube. Try to get a copy of the book to read aloud to your students. They will learn more from your reading than listening to someone they do not know. However, if you can't find a copy, this or another recording will work. This is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

Part 2: Students Read Things They Select

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Before you begin a new cycle, be sure to take time to reflect on your practice. Then access additional professional development to address areas where you want to build confidence and understanding.

<https://go.unc.edu/BBreflect>

