



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE
DREAMERS BY YUYI MORALES

CYCLE # 1

ROUTINE		LESSON
1	Shared Reading	Mixed CONVENTIONAL and EMERGENT: <i>Follow the CAR</i>
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>Things We Dream of Being</i> Sentence Stem: I will be a _____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Give Me Five: Places to Go</i> Part 2: Students write independently
		EMERGENT: Focus on selecting a 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 Library from Tar Heel Reader https://tarheelreader.org/2014/10/08/the-library-6/ 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: Sentence Completion
		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>Choosing a Topic from Photos</i> Part 2: Students write independently
		EMERGENT: Focus on selecting a 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 systematic alphabet and phonological awareness program.
12	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>The Not So Quiet Library</i> by Zacharia Ohora (https://www.youtube.com/watch?v=PHrLbkVJFb8) 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: Working with Sentences: <i>Read, Cut, Rebuild</i>
16	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Choosing an Audience</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 systematic alphabet and phonological awareness program.
18	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using Our Favorite Places from Tar Heel Reader (https://go.unc.edu/our-favorite-places/) Part 2: Students read things they select

CYCLE # 4


ROUTINE		LESSON
19	Shared Reading/Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to describe the library.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Generating Situations 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>Can't Stop Writing</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 systematic alphabet and phonological awareness program.
24	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using Going to the Park in Tar Heel Reader (https://tarheelreader.org/2016/05/19/going-to-the-park-4/) Part 2: Students read things they select

CYCLE # 5

ROUTINE		LESSON
25	Shared Reading/Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to sequence events
		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 systematic alphabet and phonological awareness program.
30	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>Going Places</i> by Peter and Paul Reynolds (https://www.youtube.com/watch?v=kPwUbdhcLqg) Part 2: Students read things they select

LESSON #1-- MIXED GROUP: SHARED READING
DREAMERS

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>THEY ARE LOVE</p>
	<p>THEY GO</p>
	<p>THEY MAKE IT</p>
	<p>IT TALK</p>
	<p>THEY FEEL BAD</p>
	<p>THEY GO AND GO</p>

Page	Comment
	<p><i>IT FEEL NEW</i></p>
	<p><i>IT IS GOOD</i></p>
	<p><i>NOT WHAT THEY THINK</i></p>
	<p><i>NO NEED TO TALK</i></p>
	<p><i>THEY LOVE TO READ</i></p>
	<p><i>THEY TALK</i></p>
	<p><i>THEY CAN BE NEW</i></p>
	<p><i>WE ARE LOVE</i></p>

LESSON #2 --CONVENTIONAL: VOCABULARY
DREAMERS

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. appeared	I dreamed of you, then you appeared .	Came into sight, so you could see it now.	<i>COME IN; NEW THERE</i>
2. bundled	One day we bundled gifts in our backpack and crossed a bridge outstretched like the universe.	Wrapped together	<i>PUT ALL IN; GET IT ALL</i>
3. outstretched	One day we bundled gifts in our backpack and crossed a bridge outstretched like the universe.	Reaching out	<i>OUT BIG; PUT OUT BIG</i>
4. universe	One day we bundled gifts in our backpack and crossed a bridge outstretched like the universe .	All of the galaxies in space.	<i>ALL THERE IS; ALL UP THERE</i>
5. ancestors	The sky and the land welcomed us in words unlike those of our ancestors .	All the relatives that came before us. Parents, grandparents, and their grandparents.	<i>THEY ARE FINISHED; THEY END I FOLLOW; THEY MAKE ME</i>
6. trust	Where we didn't need to speak, we only needed to trust .	Believe in ourselves and others.	<i>FEEL GOOD; FEEL RIGHT; THINK GOOD</i>
7. surprising	Unbelievable. Surprising .	Not what was expected.	<i>FEEL NEW; NOT WHAT I THINK</i>
8. resilience	We are resilience .	Strong; able to recover from problems.	<i>GO MORE; GOOD TO GO; WORK TO FEEL GOOD</i>

New Word	Example in the Text	Student-friendly Definition	Related Core Vocabulary
9. immigrants	And when we made it to the other side, thirsty, in awe, unable to go back, we became immigrants .	People who move to a new country.	<i>THEY COME IN NEW; THEY LIVE IN NEW; THEY COME TO LIVE IN NEW</i>
10. unbelievable	Unbelievable. Surprising.	Amazing. Not what they thought could be real.	<i>NOT WHAT WE ALL THINK</i>

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 **Things We Dream of Being**.*

- Write the title (**Things We Dream of Being**) 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 will be a _____**. I will go first. **I will be a _____**. Now I have to make a choice. How will I finish my sentence? I know. **I will be a _____**.*

- 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 *DREAMERS*

Give Me Five: Places to Go

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. The list will help me decide what to write about later. Today, I am going to make a list of places where I want to go. First, I have to think. Where do I like to go?*

- *Think aloud as you state some ideas of places where you want to go.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Places to go**. 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 places where we go at school. First, tell me about some places we go at school.*

- Interact with students encouraging them to tell you some places where you go at school (e.g., playground, cafeteria, media).
- 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 places where they go 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 places where you want to go. See if you can write five places.

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:

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 systematic alphabet and phonological awareness program.

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

[\(https://tarheelreader.org/2014/10/08/the-library-6/\)](https://tarheelreader.org/2014/10/08/the-library-6/)

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 DREAMERS

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. 6-To PUT the CROWD in the CAR, use the CROWD statement or questions instead of the CAR comment.)

Page	CAR	CROWD
	LOVE	Tell ME about THE way mom IS FEEL-ing. C R O W D
	THEY GO	Tell ME WHAT THEY crossed. C R O W D
	THEY MAKE IT	Tell ME about a TIME THAT YOU felt thirsty. C R O W D
	READ	WHAT ARE THEY READ-ing IN THE sky? (words) C R O W D
	GET OUT	THEY made many mistakes. THERE WERE so many things THEY didn't _____. (KNOW) C R O W D
	GO AND GO	THEY walked so far. Tell ME about a TIME WHEN YOU went far. C R O W D

Page	CAR	CROWD	
	FIND NEW	WHERE ARE THEY? (library) C R O W D	
	READ	Tell ME about WHEN YOU GO TO THE library. C R O W D	
	THEY FEEL HAPPY	Tell ME about THE unimaginable things IN this picture. C R O W D	
	NO NEED TO TALK	WHAT did THEY DO? (trusted) C R O W D	
	READ TO LIVE	WHAT did THEY learn TO DO? (READ) C R O W D	
	TO TALK	WHAT else did THEY learn TO DO? (talk/speak, write) C R O W D	
	MAKE	Tell ME WHAT THE mom IS DO-ing. C R O W D	
	WE ARE	THEY ARE many things. Tell ME WHAT YOU ARE. C R O W D	

LESSON #8-- CONVENTIONAL: VOCABULARY
DREAMERS

Sentence Completion

Description and Example	Target Words and Activity Items	Response format(s)
<p>I am going to read some sentences. Each one has a missing word. You tell me what word is missing.</p> <p>“This sentence from our book says, “We learned to _____.”</p> <p>What word is missing? blue <u>read</u> walk</p>	<p>In their new country, they were called _____.</p> <ul style="list-style-type: none"> - <u>immigrants</u> - travelers - citizens <p>I _____ my dirty clothes in a towel.</p> <ul style="list-style-type: none"> - cleaned - lost - <u>bundled</u> <p>My great-grandparents are my _____.</p> <ul style="list-style-type: none"> - neighbors - <u>ancestors</u> - pets <p>I _____ my friend to tell me the truth.</p> <ul style="list-style-type: none"> - <u>trust</u> - smell - run <p>Stars and planets make up the _____.</p> <ul style="list-style-type: none"> - city - neighborhood - <u>universe</u> <p>They were amazed because what they saw was _____.</p> <ul style="list-style-type: none"> - <u>unbelievable</u> - boring - dreary <p>I reach up to the sky with my arms _____.</p> <ul style="list-style-type: none"> - bent - washed - <u>outstretched</u> 	<p>Use partner assisted scanning with the group. As you read each word, ask them to give you a thumbs up when you read the word that fits the sentence.</p> <p>Choose a response to replace thumbs up that is accessible to the students with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message voice output device, or another form of low or high tech AAC).</p>

Description and Example	Target Words and Activity Items	Response format(s)
	<p>The fire alarm is loud and _____.</p> <ul style="list-style-type: none"> - expected - quiet - <u>surprising</u> <p>When I get hurt, I can recover quickly because of my _____.</p> <ul style="list-style-type: none"> - <u>resilience</u> - satisfaction - hunger 	

LESSON #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 **Things We Dream of Being**. (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 sentences 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.*

- Tell students about words helping them recognize where one word ends and another begins.
- 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 "will." Who would like to come circle the word "will"?*

- 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

Choosing a Topic from Photos

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you how to choose a topic for writing. I am going to show you how I choose a topic from pictures.

Plan for demonstrating the skill while thinking aloud:

PREPARE: Find two pictures – one that you can say a lot about and one that you can't say much about.

Consider these two from the Tarheel Reader Book [The Library](#):



SAY (Remember, this step is discussion. No writing yet.): Here I have a bunch of pictures. I am looking at each picture. I am thinking about the picture. What do I see? What could I write?

- Think aloud about **both** pictures.
- Intentionally say less about one than the other.

SAY: I am going to write about this picture. I have lots of ideas I can write.

- Write some about the picture 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: Find two more pictures that might be interesting to the students.

Consider these two from the Tarheel Reader Book [The Library](#):



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

- Interact with students encouraging them to tell you about the first picture.
- Interact with the students encouraging them to tell you about the 2nd picture.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.
- Decide together which picture they can say more about.

SAY: *You decided we should write about this picture. What should we write?*

- Work with the students to write about the picture writing the words they provide.
- 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, I want you to find a picture to write about. Look at the pictures. Think about what you see. Choose a picture you know about.*

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:

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 Building Bridges Making Words sequence or in the phonics instructional program you are following.

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

LESSON #12 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *The Not So Quiet Library***

(<https://www.youtube.com/watch?v=PHrLbkVJFb8>) by Zacharia Ohora

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

DREAMERS

Purpose: 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 happy, sad, scared, etc.

Example events include:

- getting a present
- making a new friend
- 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 of events

SAY: *These events make us feel different things. They can make us feel happy, sad, scared, excited. 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 **Dreamers**. We are going to read it to decide how the events in this story make the Mom feel. Here are the events:*

- They crossed the bridge
- They swam in the fountain
- They spent time in the library

Set the Purpose

SAY: *Read/Listen so that you can decide how the events in this story make the Mom feel.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide how the events in this story make the Mom feel.

APPLY

Preparation/Materials Needed

On the white board or chart paper, make two columns. In the first column, write the three events (they crossed the bridge, they swam in the fountain, they spent time in the library). In the second column, write a list of feelings that are familiar to your students.

Apply Activity

SAY: *I have a list of feelings here. (Read the list). Which of these feelings tells how the Mom felt when each of these things happened.*

- Read each feeling and ask students to indicate if it does/does not describe how the Mom felt when she:
 - They crossed the bridge
 - They swam in the fountain
 - They spent time in the library

- 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 DREAMERS

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	
	THEY LIVE	This says, "Resplendent life, YOU AND I." YOU FINISH IT, "Resplendent life, YOU AND ____." (I)	C R O W D
	PUT ALL IN	DO YOU LIKE TO give gifts?	C R O W D
	NOT GO	THEY could NOT GO _____. (back)	C R O W D
	THEY LOOK UP	WHAT ARE THEY READ-ing IN THE sky? (words)	C R O W D
	NOT RIGHT	THEY did NOT _____. (know)	C R O W D
	SIT AND RIDE	Tell ME about a TIME THAT YOU went TO a new place.	C R O W D

Page	CAR	CROWD	
	<p>READ THERE</p>	<p>THE library IS a place YOU CAN _____ (READ, GO).</p>	<p>C R O W D</p>
	<p>THEY FIND</p>	<p>Tell ME WHAT YOU DO IN THE library.</p>	<p>C R O W D</p>
	<p>SIT AND READ</p>	<p>Tell ME WHAT YOU see.</p>	<p>C R O W D</p>
	<p>FEEL RIGHT</p>	<p>Tell ME about someone YOU trust.</p>	<p>C R O W D</p>
	<p>RIDE</p>	<p>WHERE did THEY GET THE books? (the library)</p>	<p>C R O W D</p>
	<p>GET OUT (things out of the backpack)</p>	<p>At THE library, THEY learned TO _____ (talk/speak, write).</p>	<p>C R O W D</p>
	<p>ALL NEW</p>	<p>Tell ME SOME things SHE might draw.</p>	<p>C R O W D</p>
	<p>WE ARE LOVE</p>	<p>THEY ARE many things. WHAT ARE YOU?</p>	<p>C R O W D</p>

LESSON #14—CONVENTIONAL: VOCABULARY LESSON
DREAMERS

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 appeared?</p> <p>They wrote, “I dreamed of you, then you appeared.”</p> <p>What other words could the author use? What other words tell us that something has appeared?</p>	<p>-appeared: I dreamed of you, then you appeared. Tell me about appeared. (<i>IT COME IN; NEW THERE</i>)</p> <p>-bundled: One day we bundled gifts in our backpack. Tell me what we do when we bundle things. (<i>PUT ALL IN; GET IT ALL IN</i>)</p> <p>-outstretched: We crossed a bridge outstretched like the universe. What other words could we use to describe outstretched? (<i>OUT BIG; PUT OUT BIG</i>)</p> <p>-universe: One day we bundled gifts in our backpack and crossed a bridge outstretched like the universe. Tell me about the universe. (<i>ALL THERE IS; ALL UP THERE</i>)</p> <p>-ancestors: The sky and the land welcomed us in words unlike those of our ancestors. Tell me about ancestors. (<i>THEY ARE FINISHED; THEY END I/ME FOLLOW; THEY MAKE ME</i>)</p> <p>-trust: Where we didn’t need to speak, we only needed to trust. Tell me about the word trust. (<i>FEEL/THINK RIGHT; FEEL/THINK GOOD</i>)</p> <p>-surprising: Unbelievable. Surprising. Tell me about something that is surprising. (<i>NOT WHAT WE THINK; NOT WHAT I THINK</i>)</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>

Description and Example	Target Words As Used in the Story	Response Format(s)
	<p>-resilience: We are resilience. Resilience means that we _____. (<i>GO ON; GOOD TO GO; WORK TO FEEL GOOD</i>)</p> <p>-immigrants: And when we made it to the other side, thirsty, in awe, unable to go back, we became immigrants. Who are immigrants? (<i>THEY COME IN NEW; THEY LIVE IN NEW; THEY COME TO LIVE IN NEW</i>)</p> <p>-unbelievable: Unbelievable. Surprising. What other words can we use to describe something that is unbelievable? (<i>NOT WHAT WE ALL THINK</i>)</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 the concept of words. 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 **Things We Dream of Being**. 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 an Audience

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you how to write for someone else.

Plan for demonstrating the skill while thinking aloud:

*****Note that this is NOT a letter to the person – this is an introduction to the idea that we write for an audience.**

SAY (Remember, this is all discussion. No writing yet): *When we write, we can write for ourselves. We can also write for other people. Deciding who you are writing for can help you write. Who can I write for? What would I write them?*

- *Think aloud and list the different people that the students are likely to know.*
- *As you list people, think about what you might write them.*
- *If students say names, acknowledge them, repeat them, and add them to the list. Add some ideas about what you might write for them.*

SAY: *Okay, I think I have some ideas. I am going to write to _____. I am going to write about _____. (e.g., I am going to write for all of you. I am going to write why I like being your teacher.)*

- *Think aloud as you write.*
- *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:

SAY (Remember, this is all discussion. No writing yet): *Okay, let's try this together. Who could we write for? What would they want to read?*

- *Interact with students encouraging them to tell you names of people they could write for.*
- *As names are offered, ask students, "What would they want to read?" and "What would you write about?" Help them connect audience to topic.*
- *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. Let's write to _____. We can write about _____. (e.g., Let's write for Ms. Smith. We can write about her new car.)*

- 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, think about who you are writing for. Think about your topic. What would they want to read?

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:

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 Building Bridges Making Words sequence or in the phonics instructional program you are following.

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

LESSON #18 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Our Favorite Places***

<https://tarheelreader.org/2010/05/06/our-favorite-places/>

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?

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

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



LESSON #19- CONVENTIONAL: READING COMPREHENSION

DREAMERS

Purpose: Read to describe the library

ANCHOR

Preparation/Materials Needed

- MATERIALS:
 - White board or chart paper
 - Markers/chalk

Activate Background Knowledge

SAY: *We are going to make a list of things that describe our classroom. Tell me some things you know about our classroom. (NOTE: Students will likely name things in the classroom. Support them in describing the classroom in addition to naming things in it.)*

- Record the things students say
- Involve adults in the classroom to ensure the inclusion of describing words

SAY: *These words describe things about our classroom. I will read them. Think about other words you might add.*

- Read each item from the list. After each, pause to ask students if they have more to add
- Record student responses

SAY: *Today, we are going to read **Dreamers** to see which of these words describe the library in the book. We can also think about other words that describe the library in the book.*

Set the Purpose

SAY: *Read/Listen so that you can describe the library in the book.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to describe the library in the book.

APPLY

Preparation/Materials Needed

- MATERIALS:
 - The chart of words that describe the classroom from the anchor activity.

Apply Activity

SAY: First, let's look at the words we used to describe the classroom. Which of these words describe the library in the book?

- Read each item and ask students to indicate if it does/does not describe the library. Circle or underline the words that describe the library.
- Accept all student responses and record the number of students who selects each feeling

SAY: Now, think about other words to describe the library. What other words describe the library in the book?







- Accept all student responses and add them to the chart

Follow-up and Feedback

Return to the text to reread information that tells about the library. Discuss the relationship with the student responses.

LESSON #19—EMERGENT: SHARED READING DREAMERS

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	
	THEY ARE LOVE	Mom SAID, “I dreamed of ____.” (YOU)	C R O W D
	GO ON	WHERE did THEY PUT THE gifts? (IN; backpack*) Note that a student might point to the picture to respond.	C R O W D
	WANT DRINK	THEY were thirsty. THEY NEED a _____. (drink)	C R O W D
	THEY FEEL HAPPY	HOW DO YOU THINK THEY FEEL?	C R O W D
	NOT PLAY THERE	WHERE ARE THEY swimming? (IN THERE; fountain*) Note that a student might point to the picture to respond.	C R O W D
	GO SLOW	Tell ME about a TIME THAT YOU walked or rode around for a long TIME.	C R O W D

Page	CAR	CROWD	
	IT IS BIG	Tell ME about THE library.	C R O W D
	TIME TO READ	THEY ARE LOOK-ing for books. DO YOU LOOK for books?	C R O W D
	THEY SIT AND READ	WHAT ARE THEY DO-ing? (READ-ing)	C R O W D
	NO TALK	THEY did NOT NEED TO _____. (speak/TALK)	C R O W D
	READ MORE	ARE YOU learning TO READ?	C R O W D
	THEY TALK	WHAT DO YOU THINK THEY WANT TO TALK about?	C R O W D
	NOT FINISHED	WHAT DO YOU WANT TO be someday?	C R O W D
	THEY FEEL LOVE	DO YOU FEEL LOVE?	C R O W D

LESSON #20—CONVENTIONAL: VOCABULARY LESSON
DREAMERS

Generating Situations Activity

Description and Example	Target Words and Activity Items	Response Format(s)
<p>SAY: “Let me tell you some ways I use these words. I’ll start with, bundled. I bundled all of my muddy clothes in a towel.”</p> <p>Write bundled on the white board or a piece of chart paper. Write, <i>I bundled all of my muddy clothes in a towel</i>. Ask students to tell about when they might use the word bundled.</p> <p>Continue with other words. Write the word. Provide an example. Then ask students to generate examples.</p>	<p>Write the word. Provide an example. Then ask students to generate examples.</p> <p>appeared - I see something that wasn’t there before. Example: “A rainbow appeared in the sky.”</p> <p>outstretched - Someone reaches their arms out to hug someone or to catch a ball. Example: “She caught the ball with her outstretched arms.”</p> <p>universe - I talk about of the planets and galaxies. Example: “The universe is more than I can see.”</p> <p>ancestors - I can talk about my relatives who came before me. Example: “My ancestors came from ____.”</p> <p>trust - I tell you that I believe what you tell me. Example: “I trust you to tell your mom.”</p> <p>surprising - I talk about something I wasn’t expecting to happen. Example: “It was surprising to hear you burp in the hallway.”</p> <p>resilience - I tell about someone who has recovered from being sick many times. Example: “She has such resilience.”</p> <p>immigrants - I tell about my neighbors who moved here from another country. Example: “They are immigrants from Russia.”</p> <p>unbelievable - I tell about something that seems far better than I expect. Example: “His ability to navigate his wheelchair around the hallways is unbelievable.”</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>

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 **Things We Dream of Being**. 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 the sentence 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

Can't Stop Writing

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you one way to start writing when you don't know what to write.

Plan for demonstrating the skill while thinking aloud:

SAY (Remember, this step is discussion. No writing yet): *Sometimes, I just cannot think of ideas for writing. I look at pictures. I look at my lists. I just don't know what to write. When this happens, I pretend I can't stop writing. I just write the words, "I can't stop writing." I write it over and over.*

SAY: Let me show you.

- Write "I can't stop writing" three or more times without stopping. Think aloud while you write.

*SAY: Sometimes, doing that makes me think of something I **CAN** write about. Let me try it.*

- Write "I can't stop writing" two or three more times without stopping. Think aloud while you write.
- Immediately after writing, "I can't stop writing." Write a statement about something you are doing soon. For example, "I am going to the movies." Your writing might look like this:

I can't stop writing. I can't stop writing. I can't stop writing. I can't stop writing. I can't stop writing. I am going to the movies.
- Throughout the writing, don't forget to think aloud and demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

SAY: Did you see that? Writing, "I can't stop writing" made me get a new idea. Now I know I can write more about going to the movies.

Plan to work with the students to apply the skill:

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. We will write, I can't stop writing. If you have a new idea, tell me!*

- Ask the students to help you get started. Point to your first writing sample if needed.

- Think aloud and demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).
- Attribute meaning to all of the students' communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

Write "I can't stop writing" about three times – very slowly. Add any other ideas students provide.

Plan for setting up independent writing:

SAY: Today when you write, you can try writing, "I can't stop writing." See if it helps you come up with an idea.

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:

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 Building Bridges Making Words sequence or in the phonics instructional program you are following.

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

LESSON #24 – MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud using [Going to the Park](https://tarheelreader.org/2016/05/19/going-to-the-park-4/) in Tar Heel Reader

<https://tarheelreader.org/2016/05/19/going-to-the-park-4/>

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

DREAMERS

Purpose: Read to sequence events.

ANCHOR

Preparation/Materials Needed

- MATERIALS:
 - Your classroom schedule.
 - Three sentence strips or separate pieces of paper and a marker.
 - Three sentence strips or separate pieces of paper – write one event from the beginning, middle, and end of the story on each. Three possible events:
 - a. Cross the bridge
 - b. Swim in the fountain
 - c. Find the library

Activate Background Knowledge

SAY: We have a schedule in our class. It helps us know what we do each day. It tells us the sequence of events in our day. Let's look at a schedule together. What are the things we do?

- Review the schedule together.

SAY: Here are three events from our schedule. In the morning we _____. Later we _____. In the afternoon, we _____.

- Point to something from the beginning, middle, and end of your daily schedule.
- As you point to them in the schedule, write them on a separate sentence strip or piece of paper (If your activities are already written on individual cards, you can pull them for use as you read them.)

SAY: Let's work together to decide which of the events happens at the beginning, middle, and end of our school day. Let's start by deciding what comes first. What happens at the beginning of our school day?

- Point to the three events as you read each to the group.
- Pause long enough after each to give students a chance to indicate if the event happens at the beginning of the day.

SAY: Now let's decide what happens in the middle and at the end of the day. We decided _____ happens at the beginning (point to and read the event). What happens in the middle of the day?

- Point to each of the remaining two events as you read them to the group.
- Pause long enough after each to give students a chance to indicate if the event happens in the middle of the day.

SAY: *That means this happens at the end of the day. Let's look back at our schedule to check.*

- Point to event the group decided happens in the beginning and then look for it on the classroom schedule.
- Repeat with the remaining two events.
- Make corrections as needed, using the classroom schedule as the guide.

SAY: *Today we're going to read **Dreamers** to decide what happens at the beginning, middle, and end of the book. Many things happen in this book – just like many things happen during our school day. I wrote down three of the things that happen in this story.*

- Read the three events from the story while pointing to the sentence strips or pieces of paper. DO NOT READ THEM IN ORDER.
 - Find the library
 - Cross the bridge
 - Swim in the fountain

Set the Purpose

SAY: *Read/Listen so that you can decide which of these events (point to your list) happen at the beginning, middle, and end of **Dreamers**.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide what happened at the beginning, middle, and end of the story.

APPLY

Preparation/Materials Needed

Three events from the story used during the anchor activity.

- Find the library
- Cross the bridge
- Swim in the fountain

Apply Activity

SAY: *You were reading/listening to remember what happened at the beginning, middle, and end of **Dreamers**. Let's start by finding the one that happened first; the one that happened at the beginning. I will read them. You tell me when I read the event that happened in the beginning*

- Read the list of events from the story.
 - Find the library
 - Cross the bridge
 - Swim in the fountain
- Pause after each to give students a chance to indicate if they think the event happened at the beginning.
- Repeat the process to identify the event from the middle and end of the story.

Follow-up and Feedback

Return to the text to find the events and see if they happen in the order the group remembered.

LESSON #25—EMERGENT: SHARED READING
DREAMERS

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 THINK IT	Tell ME about your dreams.	C R O W D
	IT FEEL BIG	THEY crossed a big _____. (*bridge) Note: students can respond by pointing to the picture in the book.	C R O W D
	THEY COME IN NEW	THEY ARE immigrants. Tell ME about immigrants. (THEY COME IN NEW; THEY LIVE IN NEW; THEY COME TO LIVE IN NEW)	C R O W D
	THEY HEAR NEW	DO YOU HEAR different languages sometimes?	C R O W D
	NO TALK	WHAT was SHE afraid TO DO? (speak/TALK)	C R O W D
	THEY GO LOOK	WHAT DO YOU THINK THEY will FIND?	C R O W D

Page	CAR	CROWD	
	IT NEW	THE library IS a place WHERE YOU CAN _____. (READ, GO, LOOK, learn, listen).	C R O W D
	FIND MORE TO READ	DO YOU WANT MORE books TO READ?	C R O W D
	THEY FEEL HAPPY	Tell ME about a TIME YOU felt surprised.	C R O W D
	NO NEED TO TALK	Tell ME about THE library.	C R O W D
	BIG AND LITTLE (point to hands)	WHAT did THEY learn TO DO? (READ)	C R O W D
	TALK	How DO YOU MAKE your voice heard?	C R O W D
	THINK NEW	Tell ME about things YOU LIKE TO imagine.	C R O W D
	WE ARE. THEY ARE	WHAT ARE WE?	C R O W D

LESSON #26—CONVENTIONAL: VOCABULARY LESSON
DREAMERS

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 something appeared in your world. 2. Tell me about a time you bundled something. 3. When do you see someone with their arms outstretched? 4. Tell me one thing that is part of the universe. 5. Tell me about one of your ancestors. 6. Who is someone you trust? 7. What is something you found surprising lately? 8. You are resilient. Tell me about your resilience. 9. Tell me about immigrants you know. 10. What is something you have heard that seems unbelievable? 	<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

- MATERIALS:
 - 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 for each student’s sentence. Write the sentence on the bottom of the page.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things We Dream of Being**. 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 to the end.

- 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 else could I write? 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, you could try adding more to something you wrote before. Try to add 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?

STUDENT WRITING TOOLS

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

Student Name:

Alternate Pencil or Special Writing Tools:

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 Building Bridges Making Words sequence or in the phonics instructional program you are following.

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

LESSON #30 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Going Places***

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

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 building confidence and understanding.

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

