



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE
ENEMY PIE BY DEREK MUNSON

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 I wish I could do.</i> Sentence Stem: I can not _____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: Give Me Five Things that Make Me Happy 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 systemic alphabet and phonological awareness program.
6	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using Can I Join You? https://tarheelreader.org/2022/06/09/can-i-join/ From Tar Heel Reader Part 2: Students read things they select

CYCLE # 2

	ROUTINE	LESSON
7	Shared Reading	Mixed CONVENTIONAL and EMERGENT: Follow the CAR Lesson
8	Vocabulary	CONVENTIONAL: Sentence Completion Lesson
		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 Spelling with Sounds 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 <i>Benji, The Bad Day, and Me</i> by Sally Pla. https://www.youtube.com/watch?v=7_5XJRafJF8 Part 2: Students read things they select

CYCLE # 3

	ROUTINE	LESSON
13	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to Identify the Problem
		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 Choosing a Topic from Photos 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 <i>That's Disgusting!</i> by Gervais and Pittau. https://www.youtube.com/watch?v=V4gpfpiwiOo Part 2: Students read things they select

CYCLE # 4

	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension: Read to identify the boys' feelings.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Example/ Non-Example 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 Mentor Text, <i>That's Disgusting</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 <i>Let's Make a Cherry Pie</i> in Tar Heel Reader. https://tarheelreader.org/2022/07/07/lets-make-a-cherry-pie/ Part 2: Students read things they select

CYCLE # 5

	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to identify things that make both boys happy
		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: Choosing a topic from experience. 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>Last Stop on Market Street</i> by Matt de la Pena. https://www.youtube.com/watch?v=TUKX6uQ5qsM Part 2: Students read things they select

LESSON #1-- MIXED GROUP: SHARED READING
ENEMY PIE

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
	
	NOT GOOD
	HE NO GO
	LOOK AT THAT (point to the recipe)
	NOT NEED. Disgusting!
	HE PLAY

 <p>It was a warm day and the sun was shining brightly. The boy looked out of the window and saw the garden. He saw the flowers and the grass. He saw the trees and the sky. He saw the world and he was happy.</p>	<p>WHAT DO?</p>
 <p>The boy rode his bicycle down the path. He was happy and he was free. He saw the trees and the grass. He saw the flowers and the sky. He saw the world and he was happy.</p>	<p>HE RIDE</p>
 <p>The boy and the girl were talking on the porch. They were happy and they were free. They saw the trees and the grass. They saw the flowers and the sky. They saw the world and they were happy.</p>	<p>WANT TO PLAY?</p>
 <p>The boy and the girl were playing with a red ball. They were happy and they were free. They saw the trees and the grass. They saw the flowers and the sky. They saw the world and they were happy.</p>	<p>THEY PLAY</p>
 <p>The boy rode his purple bicycle down the path. He was happy and he was free. He saw the trees and the grass. He saw the flowers and the sky. He saw the world and he was happy.</p>	<p>HE LIKE</p>
 <p>The boy and the girl were playing in the treehouse. They were happy and they were free. They saw the trees and the grass. They saw the flowers and the sky. They saw the world and they were happy.</p>	<p>CAN WE GO?</p>
 <p>The boy and the girl were eating at the table. They were happy and they were free. They saw the trees and the grass. They saw the flowers and the sky. They saw the world and they were happy.</p>	<p>TIME TO EAT</p>

 <p>The man with glasses is smiling and looking at the pie. The two boys are also looking at the pie with interest.</p>	<p>THEY LIKE IT</p>
 <p>The two boys are sitting at a table, eating the pie. They look happy and satisfied.</p>	<p>DO NOT EAT IT!</p>
 <p>The man and the two boys are sitting at a table, eating together. They are all smiling and enjoying their meal.</p>	<p>GOOD TO EAT</p>
 <p>The man and the two boys are playing on a slide. They are all laughing and having fun.</p>	<p>PLAY MORE</p>

LESSON #2 --CONVENTIONAL: VOCABULARY
ENEMY PIE

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. awful	Enemy Pie was going to be awful .	No good, very bad	<i>NOT GOOD, BAD</i>
2. confused	I was a bit confused .	Not sure about something.	<i>NEED THINK MORE</i>
3. disgusting	What kinds of things – disgusting things – would I put into a pie for an enemy?	Yucky or gross	<i>NOT GOOD, BAD</i>
4. enemy	Jeremy Ross was the one and only person on my enemy list.	A person who is not a friend.	<i>NOT GOOD friend, BAD HE/SHE</i>
5. neighborhood	It sure is nice having a new friend in the neighborhood .	The area around where people live.	<i>ALL LIVE THERE; LIVE RIGHT THERE</i>
6. panic	It was at that point that I panicked .	Suddenly afraid or worried	<i>FAST FEEL BAD, NOT GOOD</i>
7. perfect	It should have been a perfect summer.	Just the way you wanted it.	<i>LIKE I WANT IT</i>
8. pretend	We pretended we didn't hear him, and when he came out to get us, we tried to hide from him.	To make believe	<i>MAKE IT UP</i>
9. secret	Dad said the recipe was so secret , he couldn't even tell me.	Something that you don't tell.	<i>NOT SAID; DO NOT TALK;</i>
10. wonder	You may be wondering what exactly is Enemy Pie.	To think about something.	<i>THINK IT; THINK SOME</i>

LESSON #3 – MIXED GROUP: PREDICTABLE CHART WRITING

WRITE THE CHART

PREPARATION

- 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 I Wish I Could Do**.*

- Write the title 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 not I will go first. I can not Now I have to make a choice. How will I finish my sentence? What are some things I can not do? I know. I can not _____.*

- 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
ENEMY PIE

Give Me Five: Things That Make Me Happy

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 like to do. First, I have to think. What are some things I like to do?*

- *Think aloud as you state some ideas of things you like to do.*

SAY: Okay, I think I have some ideas. First, I'll write, Things That Make Me Happy. Then, I think I'll write:

- Create a numbered list and write at least 3-5 ideas.
- Think aloud as you write a list of things you like.
- 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 do at school. First, tell me about some things we do at school.*

- Interact with students encouraging them to tell you what they do at school.
- 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 about things they do 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 like. See if you can write a list of things you like.

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.*

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

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

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

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud [Can I Join You?](#)**

<https://tarheelreader.org/2022/06/09/can-i-join/>

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 potential 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?






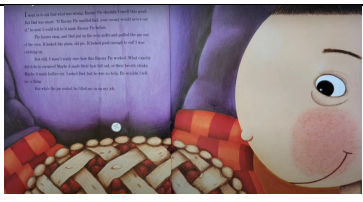
Taking time to reflect can help you identify routines to learn more about.

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



LESSON #7—MIXED GROUP: SHARED READING
ENEMY PIE

Read the book using *Follow the CAR* with meaning-based comments or print referencing comments.

Page	Comment
	THEY ARE GOOD
	LOOK (point at the list)
	MAKE IT
	DO NOT NEED
	HE PLAY
	MY WORK



HE HELP



IT WAS GOOD



THEY FEEL GOOD

LESSON #8-- CONVENTIONAL: VOCABULARY
ENEMY PIE

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 says, "Eating worms is _____."</p> <p>What word is missing? disgusting secret perfect</p>	<p>He said it was a _____.</p> <ul style="list-style-type: none"> - secret - confused - awful <p>We like to _____ we can fly.</p> <ul style="list-style-type: none"> - wonder - enemy - pretend <p>He was so mean. He was my _____.</p> <ul style="list-style-type: none"> - awful - enemy - perfect <p>My favorite lunch looked _____.</p> <ul style="list-style-type: none"> - disgusting - perfect - wonder <p>I didn't know what to do. I was _____.</p> <ul style="list-style-type: none"> - disgusting - confused - perfect <p>They lived in the same _____.</p> <ul style="list-style-type: none"> - neighborhood - confused - awful <p>I thought Enemy Pie would be _____.</p> <ul style="list-style-type: none"> - wonder - enemy - awful <p>Try to stay calm. Do not _____.</p> <ul style="list-style-type: none"> - awful 	<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>

	<ul style="list-style-type: none">- panic- perfect <p>I _____ how it will taste.</p> <ul style="list-style-type: none">- wonder- secret- panic	
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#9 MIXED GROUP: PREDICTABLE CHART WRITING

REREAD AND WORK WITH THE CHART

PREPARATION

- ✓ Display the chart from Lesson #3

STEP 1: REREAD THE CHART

SAY: *This is our predictable chart from yesterday. We wrote about **Things I Wish I Could Do**. (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.*

- Tell students about words, helping them to 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 "can." Who would like to come circle the word "can"?*

- 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 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: Select a picture to use as your topic for writing today. Consider this one from [Benji, The Bad Day, and Me](#).



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?*

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.

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.

Plan to work with the students to apply the skill:

PREPARE: Select a second picture that is likely to be interesting to the students. Consider this one from [Benji, The Bad Day, and Me](#).



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.*

- 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, I want you to try 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:

- 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 Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #12 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Benji, The Bad Day, and Me* by Sally Pla**

https://www.youtube.com/watch?v=7_5XJRafJF8

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 potential 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
ENEMY PIE

Read to identify the problem

ANCHOR ACTIVITY

Activate Background:

SAY: We all have problems sometimes. I wrote this list of problems I remember some of you having problems. Listen while I read them.

- Read the list of problems, pointing to each as you read.
- Interact with students to help them remember the problems and communicate about them as best they can.

SAY: Do you have other problems we can add?

- Write any additional problems students provide.

SAY: Today we're going to read Enemy Pie. The boy in this book has problems like you do. I wrote this list of problems he might have.

- Read the list of problems, pointing to each as you read.

Set the Purpose

SAY: Let's read/listen to see which of these are problems for the boy.

READ

Stop no more than once to remind students that they are reading or listening to decide what problems the boy has in the story.

APPLY

Preparation/Materials Needed

The list you prepared of possible problems that boy might have.

Apply Activity

SAY: You were reading/listening decide what problems the boy in the story has. I will read each one. You tell me if that is a problem the boy had.

- Read the list of problems, pointing to each as you read.
- Pause with each to give the students a chance to indicate if that is a problem the character had.

Follow-up and Feedback

Return to the text to find the problem and confirm that it matches the choice the students made. Make corrections and explain as needed.

LESSON #13—EMERGENT: SHARED READING
ENEMY PIE

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	
	GOOD AND BAD	IT should HAVE been a perfect _____ . (summer)	C R O W D
	NOT GO	HE missed the party. HAVE YOU ever missed a party?	C R O W D
	HE HELP	Tell ME about THIS picture.	C R O W D
	NOT NEED	HE gave IT right back to ____ . (ME)	C R O W D
	PLAY	Tell ME how the pie smelled.	C R O W D

Page	CAR	CROWD	
	LOOK GOOD	How did the pie LOOK?	C R O W D
	DO IT	How MANY days did HE HAVE to spend with Jeremy?	C R O W D
	WANT TO PLAY?	WHAT did the boys FEEL?	C R O W D
	THEY LIKE	Jeremy LIKEs basketball. DO YOU LIKE basketball?	C R O W D
	HE LOOK	WHAT did Jeremy notice?	C R O W D
	UP	Tell ME about THIS picture.	C R O W D
	PLAY MORE	WHAT did the boys DO IN the tree house?	C R O W D

Page	CAR	CROWD	
	GOOD	HE WAS just pretending. Did YOU ever pretend?	C R O W D
	IT IS BAD	WHAT did HE tell Jeremy?	C R O W D
	HE EAT	Enemy Pie WAS delicious. How did IT taste?	C R O W D
	HE HELP	WHY did HE THINK the pie WAS poisonous?	C R O W D
	IT WAS GOOD	WHAT does Dad HAVE ON his face?	C R O W D
	THEY FEEL GOOD	Tell ME about your favorite dessert.	C R O W D

LESSON #14—CONVENTIONAL: VOCABULARY LESSON
ENEMY PIE

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 awful?”</p> <p>He wrote, “Enemy Pie was going to be awful.”</p> <p>What other words could the author use? What other words tell us that something is awful?</p>	<p>-pretend: We pretended we didn’t hear him, and when he came out to get us, we tried to hide from him. What do we do when we pretend? (<i>MAKE IT UP</i>)</p> <p>-secret: Dad said the recipe was so secret, he couldn’t even tell me. What other words could we use to say something is a secret? (<i>NOT SAID; DO NOT TALK</i>)</p> <p>-wonder: You may be wondering what exactly is Enemy Pie. What do we do when we wonder? (<i>THINK IT; THINK SOME</i>)</p> <p>-confused: I was a bit confused. What other words could tell us he was confused? (<i>NEED THINK MORE</i>)</p> <p>-disgusting: What kinds of things – disgusting things – would I put into a pie for an enemy? What other words tell us something is disgusting? (<i>NOT GOOD, BAD</i>)</p> <p>-enemy: Jeremy Ross was the one and only person on my enemy list. What other words tell us someone is an enemy? (<i>NOT GOOD HE; NOT GOOD SHE; BAD HE; BAD SHE; NOT friend</i>)</p> <p>-neighborhood: It sure is nice</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>

	<p>having a new friend in the neighborhood. What other words describe a neighborhood? (<i>ALL LIVE THERE; LIVE RIGHT THERE</i>)</p> <p>-panic: It was at that point that I panicked. What other words can we use to tell someone we panicked? (<i>FAST FEEL BAD, NOT GOOD</i>)</p> <p>-perfect: It should have been a perfect summer. What other words can we use to say something is perfect? (<i>ALL GOOD</i>)</p>	
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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.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things I Wish I Could Do**. 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 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 [That's Disgusting](#).



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.



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 second 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:

- 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 # 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 *Alphabet and Phonological Awareness* or other systemic alphabet and phonological awareness program.

LESSON #18 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *That’s Disgusting!* By Gervais and Pittau**

<https://www.youtube.com/watch?v=V4gpfpiwiOo>

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 potential 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

ENEMY PIE

Read to decide how the two boys feel

ANCHOR ACTIVITY

Activate Background:

SAY: Today, we are going to read Enemy Pie to decide how the characters are feeling. Let's make a list of words we use to describe how we feel.

- Work with students to generate a list of words that describe feelings.
- If they need help, provide some situations (e.g., How do you feel when you get a present? How do you feel when a friend is not nice?)
- Write the feeling words in a list

Set the Purpose

SAY: Today, we are going to read Enemy Pie to decide the different ways the two boys feel.

READ

Stop no more than once to remind students that they are reading or listening to decide the different ways that the two boys feel in the book.

APPLY

Preparation/Materials Needed

The list of feelings the students generated during the anchor activity.

Apply Activity

SAY: You were reading/listening to decide how the different ways the two boys felt in the book. I am going to read the feelings on our list. You tell me if the boys felt this in the story.

- Read each feeling from the list.
- After each, ask students to indicate if the characters felt that way in the story.

Follow-up and Feedback

Return to the text to find evidence in the book to support each student response. Look for feelings they may have missed. There is no reason to focus on all of the feelings, but here are some that you might focus on:






- The boy is **sad** at the beginning because Jeremy Ross did not invite him. (pg. 4)
- The boy was **curious** about the things that went into Enemy Pie (pg. 8)
- The boy was **confused** when the pie smelled so good but was supposed to be for enemies. (pg. 10)
- The boy was **scared** when he had to go spend the day with Jeremy Ross. (pg. 14)






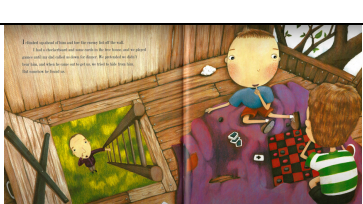

- Jeremy Ross was **surprised** when he opened the door and saw the boy (pg. 16)
- The boys were **happy** when they were throwing water balloons (pg. 17 illustration)
- The boy was **worried** Jeremy might see his enemy list when he went into the tree house (pg. 22)
- The boys were **happy** when Dad made mac and cheese for dinner (pg. 25)
- The boy was **scared**, he panicked, when Dad served the enemy pie (pg. 27)
- The boy was **relieved** when he stopped Jeremy from eating the pie (pg. 28)
- Jeremy was **happy** when he got to eat the pie (pg. 30)
- The boy was **happy** when Jeremy invited him to play on the trampoline (pg. 31)

LESSON #19—EMERGENT: SHARED READING

ENEMY PIE

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	C R O W D
	THEY MAKE	Did THEY buy the tree house or MAKE the tree house?	C R O W D
	HE LIKE	Stanley IS his friend. DO YOU HAVE a friend?	C R O W D
	MAKE IT	I asked him to tell _____. (ME)	C R O W D
	PUT IN	Did Dad PUT earthworms IN the pie?	C R O W D
	GOOD	The pie smelled _____. (GOOD)	C R O W D

Page	CAR	CROWD	
	NO HELP	HE asked his Dad, but HE WAS NO _____. (HELP)	C R O W D
	DO IT	One day with Jeremy Ross. Would YOU spend one day with Jeremy Ross?	C R O W D
	PLAY	HE asked Jeremy, "CAN YOU _____?" (PLAY)	C R O W D
	PLAY	Tell ME about the boys IN THIS picture.	C R O W D
	THEY LOOK	Uh oh! The boomerang went into the backyard. THEY climbed OVER the fence to _____ (FIND IT)	C R O W D
	IN	Did HE HAVE to let people into his treehouse?	C R O W D
	shhhhhh	Tell ME about THIS picture. WHAT IS happening?	C R O W D

Page	CAR	CROWD	
	<p>TIME TO EAT</p>	<p>Macaroni and cheese IS their favorite. IS IT your favorite?</p>	<p>C R O W D</p>
	<p>BAD</p>	<p>HE THINKs the pie IS GO-ing to be BAD. DO YOU THINK IT will be BAD?</p>	<p>C R O W D</p>
	<p>yum</p>	<p>Enemy Pie WAS delicious. WHAT does delicious mean?</p>	<p>C R O W D</p>
	<p>GOOD BAD</p>	<p>DO YOU THINK Enemy Pie IS GOOD or BAD?</p>	<p>C R O W D</p>

LESSON #20—CONVENTIONAL: VOCABULARY LESSON
ENEMY PIE

Example/Non-Example Activity

Description and Example	Target Words and Activity Items	Response format(s)
<p>“I am going to name some things. If I say something that is disgusting, give me a thumbs up. If it is not, give me a thumbs down.”</p> <ul style="list-style-type: none"> - A pile of worms - Already chewed gum - A butterfly <p>After completing several examples, ask, “Tell me something that is disgusting.”</p>	<p>Things that might make you confused</p> <ul style="list-style-type: none"> - Directions with too many steps - Something that smells good but tastes bad - Children yelling <p>Tell me something that makes you confused.</p> <p>Things that might make you panic</p> <ul style="list-style-type: none"> - Eating lunch - Missing the bus - A big change in plans <p>Tell me something that might make you panic.</p> <p>Things you might find in a neighborhood</p> <ul style="list-style-type: none"> - Houses - Friends - Airplanes <p>Tell me something you might find in a neighborhood.</p> <p>Things you might keep a secret</p> <ul style="list-style-type: none"> - Your name - A birthday present - A party <p>Tell me something that you might keep a secret.</p> <p>Things you might pretend to be</p> <ul style="list-style-type: none"> - A student in my class - An astronaut 	<p>Choose a response to replace thumbs up/down 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>

	<ul style="list-style-type: none">- A bus <p>Tell me something that might pretend to do or be.</p> <p>Things that are awful</p> <ul style="list-style-type: none">- Snakes- Spoiled milk- coming to school <p>Tell me something that might be awful.</p> <p>Things that you might wonder about</p> <ul style="list-style-type: none">- What is for lunch- What the weather will be- What your name is <p>Tell me something that you might wonder.</p>	
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LESSON #21—MIXED GROUP: PREDICTABLE CHART WRITING BE THE SENTENCE

PREPARATION

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

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things I Wish I Could Do**. 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

ENEMY PIE

MINI-LESSON

Announce the lesson focus:

SAY: Today, I am going to show you how the books we read can give us ideas for writing.

Plan for demonstrating the skill while thinking aloud:

PREPARE: Use the book, *That's Disgusting!* By Gervais and Pittau

SAY (Remember, this step is discussion. No writing yet): *Remember this book, That's Disgusting? I like the way the author writes about something that is disgusting and then, on the next page, writes, "That's disgusting!" I want to do something like that. What could I write?*

- Think aloud about things that are disgusting.
- Use some of the things from *Enemy Pie*. For example, say, "I remember that the boy in *Enemy Pie* wanted to make the pie disgusting. He got weeds from the garden, earthworms, even the gum he had been chewing. Those things are all disgusting.

SAY: Now, I am going to try it. I am going to remember what the author did. First, I am going to write the thing I think is disgusting. Then I will write, "That's disgusting" on the next line

- 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).

Plan to work with the students to apply the skill:

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. This time, instead of "That's disgusting!" let's write, "That's fun!" First, let's think about some things we think are fun.*

- 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 some of the things we think are fun. First, I'll write the fun thing. Then, on the next line, I'll write, "That's fun!"

- 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 That's Disgusting or you can write about things that are fun. You choose. Then tell someone about it before you start writing.

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?

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 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 *Let's Make a Cherry Pie* in Tar Heel Reader**

<https://tarheelreader.org/2022/07/07/lets-make-a-cherry-pie/>

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 potential 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
ENEMY PIE

Read to identify things that make both boys happy

ANCHOR ACTIVITY

Activate Background:

SAY: *There are many things that make us happy. Let's work together to make a list of things that make us happy. I started with these things that I know make some of you happy.*

- Read the items on the list you prepared while pointing to them.

SAY: *What are some other things that make you happy?*

- Add items to the list.
- If students need help, focus on actions and activities rather than objects to get them thinking?

SAY: *What are some other things that make us all happy?*

Set the Purpose

SAY: *The boys in Enemy Pie have lots of different feelings, but they are happy a lot. Today we're going to read Enemy Pie to remember the things that make them both happy.*

READ

Stop no more than once to remind students that they are reading or listening to remember the things in the story that make both of the boys happy.

APPLY

SAY: *Remember, you were reading/listening to remember the things that made both of the boys happy.*





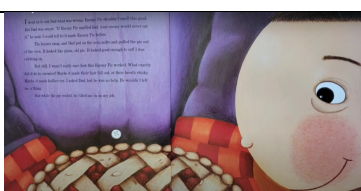
Follow-up

Go back to the story and look for each of the things the students remembered and to find other things that made them happy that were not remembered. Here are some of the things that made the boys happy:

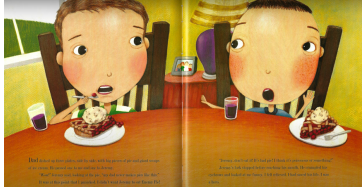



- Riding bikes
- Playing on the trampoline
- Throwing water balloons
- Playing basketball
- Playing checkers
- Macaroni and cheese
- Pie and ice cream
- Being friends
- Playing together

LESSON #25—EMERGENT: SHARED READING
ENEMY PIE

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 GO	His sister WAS at camp. HAVE YOU ever been to camp?
	NOT GO	Jeremy moved into the neighborhood. I wonder WHO lives IN your neighborhood.
	DO IT	WHAT IS Dad GO-ing to DO?
	MAKE IT	"Enemy Pie IS the FAST-est known way to get rid of enemies." DO YOU THINK Enemy Pie will taste GOOD or BAD?
	NOT know	HE WAS a bit confused. HAVE YOU ever been confused?

Page	CAR	CROWD	
	FINISHED	The buzzer rang. The pie WAS _____ . (FINISHED)	C R O W D
	GO RIDE	"IT sounded horrible. IT WAS scary." HOW does HE FEEL?	C R O W D
	WANT TO PLAY?	CAN Jeremy PLAY with him?	C R O W D
	TIME TO EAT	Jeremy's mom made them _____. (lunch)	C R O W D
	LOOK	The first thing Jeremy noticed WAS the tree house. HAVE YOU ever seen a tree house?	C R O W D
	GO IN	WHAT did Jeremy WANT to DO?	C R O W D
	OFF	Show ME what HE tore OFF the wall. (give students a chance to point to the picture)	C R O W D

Page	CAR	CROWD	
	<p>LIKE</p>	<p>THEY both LIKE-d mac and cheese. Maybe Jeremy wasn't so BAD after _____. (ALL)</p>	<p>C R O W D</p>
	<p>FEEL BAD</p>	<p>HE started to panic. DO YOU ever panic?</p>	<p>C R O W D</p>
	<p>EAT</p>	<p>WHAT WAS dad DO-ing?</p>	<p>C R O W D</p>
	<p>THEY PLAY</p>	<p>WHAT ARE the boys DO-ing?</p>	<p>C R O W D</p>

LESSON #26—CONVENTIONAL: VOCABULARY LESSON
ENEMY PIE

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 “Tell me about something that is awful.”</p>	<ol style="list-style-type: none"> 1. Tell me about a time you were confused. 2. Tell me about something that made you panic. 3. Tell me something that is disgusting. 4. Tell me about something that was perfect. 5. Tell me what makes someone an enemy. 6. Tell me about your neighborhood. 7. Tell me about one time when you kept a secret. 8. Tell me something you wonder about. 9. Tell me about something you can pretend to do or be. 	<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 with one student’s sentence on each page.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things I Wish I Could Do**. 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

ENEMY PIE

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 have done. I want to write about a time I helped a friend. When I think about it, I remember so many things I have done with friends. What could I write?*

- Think aloud about the times you have helped a friend. Name the friend and what you did. Use examples from school, if possible, so students recognize the names of friends you helped.

SAY: *Now, I am going to write about one of those things. I have lots of ideas, and I am going to choose the thing I remember best.*

- Write one of the times you helped a friend 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:

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Do you remember when the boys were playing in Enemy Pie? They played together for a whole day. What are some of the things they did? Tell me what you remember.*

- Interact with students encouraging them to tell you what they remember about the boys playing.
- Pull out the book and turn to a few pages to help them remember if needed.
- 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 the boys playing together in Enemy Pie.*

- Work with the students to write about the boys playing 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 #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 *Alphabet and Phonological Awareness* or other systemic alphabet and phonological awareness program.

LESSON #30 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Last Stop on Market Street* by Matt de la Pena**

<https://www.youtube.com/watch?v=TUKX6uQ5qsM>

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 potential 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>

