



COMPREHENSIVE CONVENTIONAL LITERACY INSTRUCTIONAL CYCLE
ISH BY PETER REYNOLDS

CYCLE # 1

	ROUTINE	LESSON
1	Shared Reading	Mixed CONVENTIONAL and EMERGENT: Shared Reading Follow the CAR lesson
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 Love to Do</i> Sentence Stem: I love to _____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: <i>Selecting a topic from pictures</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
5	Working with Letters and Words	CONVENTIONAL: Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		EMERGENT: Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
6	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using I Love to Draw https://tarheelreader.org/2022/08/05/i-love-to-draw/ 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>Spelling with Sounds</i> Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words
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 Alphie (The Turtle That Disappeared) Part 2: Students read things they select

CYCLE # 3

	ROUTINE	LESSON
13	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Read to identify Ramon’s feelings.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
14	Vocabulary	CONVENTIONAL: Returning to the story context
		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 Writing About an Experience 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 Drawing is Fun https://tarheelreader.org/2011/11/20/drawing-is-fun/ Part 2: Students read things they select

CYCLE # 4

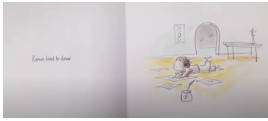
	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Relate feelings with story events.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Example/Non-Example lesson
		EMERGENT: 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 Adding More 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 The Big Umbrella by Amanda Bates https://www.youtube.com/watch?v=nhxGK_qZRCg Part 2: Students read things they select









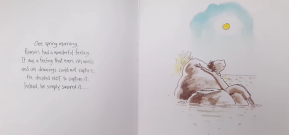
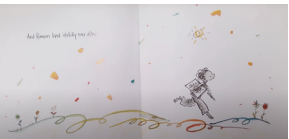
CYCLE # 5

	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension: Anchor-Read-Apply: Read to decide what Leon and Marisol did and whether it helped Ramon
		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>Ish</i> as a mentor text 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 Ain't Gonna Paint No More by Karen Beaumont https://www.youtube.com/watch?v=JGXtt8yCAFw Part 2: Students read things they select

LESSON #1 – MIXED GROUP: SHARED READING
ISH

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

PAGE	COMMENTS
Cover	WE READ
	LOVE TO MAKE
	HE TURN DOWN
	WHAT IS THAT?
	FEEL BAD
	THINK BAD COME MORE
	HE FINISHED
	TALK FAST
	GO!

 <p>He was about to walk and the room was filled with papers the kind of the tangled webbing</p>	<p>PUT UP</p>
 <p>This one of my favorite, I think I had written that was probably for a long time. I think I had but it doesn't look like any I had it in my mind for a while</p>	<p>SHE THINK LIKE</p>
 <p>"You did?" I know I had a lot but I think I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>NEW LOOK</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>HE FEEL GOOD</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>HE LOVE</p>
 <p>He had his papers, I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>MORE AND MORE</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>MAKE WHAT HE FEEL</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>PUT DOWN</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>FEEL IT</p>
 <p>I know I had a lot of papers, with a lot of the kind of the tangled webbing I think I had it in my mind for a while</p>	<p>LIVE GOOD</p>

LESSON #2 CONVENTIONAL: VOCABULARY LESSON
BOOK TITLE: ISH

1. Introduce and talk about new words.
2. Share student-friendly definitions.
3. Make connections to available core vocabulary on students' AAC systems. 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
leaned	His brother, Leon, leaned over his shoulder.	Bend a bit.	TURN DOWN
burst	Leon burst out laughing.	Break open quickly.	COME OUT FAST, IT COME OUT MAKE BIG
crumpled	He just crumpled the drawing and threw it on the floor.	Crush and wrinkle.	MAKE LITTLE, MAKE BAD, WEAR OUT
haunted	Leon's laughter haunted Ramon.	Comes back to your thoughts again and again in a bad way.	THINK BAD COME MORE, NOT STOP THINK IT
snapped	"What do you want?" he snapped .	Talk in an annoyed way.	FEEL BAD TALK FAST
stared	He stared at the crumpled gallery.	A long, hard look at something.	LOOK MORE, LOOK NOT STOP,
gallery	He stared at the crumpled gallery .	A display of art on a wall or in a building.	PUT UP TO SHOW, SHOW SOME
ish	"Well, it looks vase- ish !" she exclaimed.	Almost like something.	LITTLE LIKE IT
energized	Ramon felt light and energized .	Feeling ready to go and do something	FEEL GOOD TO GO, WANT TO DO
capture	It was a feeling that even ish words and ish drawings could not capture .	Make something last forever	MAKE IT NOT END; MAKE IT GO ON AND ON

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 We Love to 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 love to... I will go first. I love to ... Now I have to make a choice. How will I finish my sentence? What are some things I love to do? I know. I love to _____.*

- 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 students 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

ISH

Selecting a Topic from Pictures

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 illustrations in a book.*

Plan for demonstrating the skill while thinking aloud:

PREPARE: Mark the page in the book, *Ish* that has the following illustration.



SAY (Remember, this step is discussion. No writing yet): *When I was reading Ish, I noticed that some of the illustrations gave me good ideas for writing. Look at this page. There are six drawings on this page that give me ideas about writing. (Point to each picture and read the caption under it.) What could I write about one of these?*

- Think aloud about **one or more** of the drawings. For example:
 - *"I could write about my house. There is a lot going on there."*
 - *"Oh, I could write about the time I went on a boat. That was so much fun."*
 - *"You know I love the sun. I could write about how much I love being outside on sunny days."*
- Intentionally say nothing about some drawings and more about others.

SAY: *I have lots of ideas I can write about _____. I am going to write about that.*

- 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).

Work with the students to apply the skill:

PREPARE: Turn to the page in the text with the illustrations about feelings.



SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Let's look at Ramon's drawings on this page. (Point to each drawing as you read the caption under it.) These*

are all things we feel. Sometimes we feel peaceful. Sometimes we feel silly. Sometimes we feel excited. Tell me about a time when you feel silly or excited.

- Interact with students encouraging them to tell you about times they feel silly or excited.
- 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 had more ideas about feeling _____. Let's write about that. What should we write about _____?*

- Work with the students to write about the picture of the selected feeling 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, maybe you can find an illustration in a book to write about. You can use *Ish* or another book. 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:
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 Building Bridges Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud using *I Love to Draw***

<https://tarheelreader.org/2022/08/05/i-love-to-draw/>

This is a book on Tar Heel Reader. You can read it with students online or download and print 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?

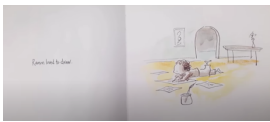

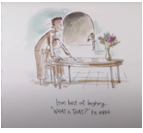



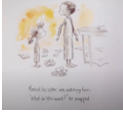

Taking time to reflect can help you identify routines to learn more about.







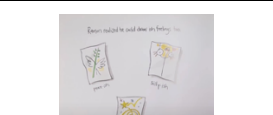
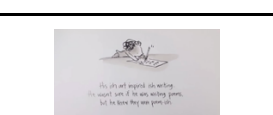
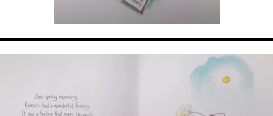
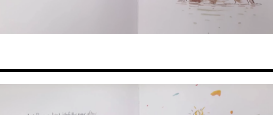
<https://go.unc.edu/BBreflect>



LESSON #7 – MIXED GROUP: SHARED READING
ISH

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 Comments	CROWD
Cover		C R O W D
	HE LIKE	Tell about THIS picture (HE MAKE, HE COLOR) C R O W D
	HE MAKE	WHO WAS drawing? (point) C R O W D
	HE SAID	"WHAT IS ____?" HE asked. (THAT) C R O W D
	MAKE LITTLE	WHO crumpled the drawing? (HE; point to picture) C R O W D
	MAKE MORE	HE kept trying TO MAKE his drawings LOOK ____ (RIGHT). C R O W D
	NOT MAKE MORE	WHAT did HE DO? (PUT DOWN, STOP, FINISH, NOT MAKE) C R O W D
	SHE LOOK	How DO YOU THINK HE WAS FEELing? C R O W D
	SHE WANT	"I WAS watching YOU draw" SHE ____ (SAID) C R O W D

	<p>SHE LIKE ALL</p>	<p>WHAT did Ramon DO? (LOOK, LOOK MORE, LOOK NOT STOP)</p>	<p>C R O W D</p>
	<p>LOOK LITTLE LIKE IT</p>	<p>Tell about THIS picture (SHE LOVE, SAID LOOK LITTLE LIKE)</p>	<p>C R O W D</p>
	<p>THEY LOOK MORE</p>	<p>WHAT did Ramon DO? (LOOK NEW, LOOK MORE)</p>	<p>C R O W D</p>
	<p>MAKE MORE</p>	<p>Tell ME about THIS picture. (NEW, MAKE MORE, THINK AND MAKE)</p>	<p>C R O W D</p>
	<p>HE FEEL GOOD</p>	<p>Tell about THIS picture (HE MAKE NEW, HE FEEL GOOD, HE LIKE TO MAKE, HE LOVE TO MAKE)</p>	<p>C R O W D</p>
	<p>HE MAKE</p>	<p>Tell ME about a time YOU had MANY DIFFERENT FEELINGS.</p>	<p>C R O W D</p>
	<p>LIKE HE FEEL</p>	<p>WHAT DO THESE drawings show? (HE FEEL, WHAT FEEL LOOK LIKE)</p>	<p>C R O W D</p>
	<p>HE MAKE NEW</p>	<p>Tell about THIS picture (HE MAKE NEW, HE LIKE TO MAKE)</p>	<p>C R O W D</p>
	<p>FEEL MORE</p>	<p>"IT WAS a feeling THAT even ish words and ish drawings could NOT capture." WHAT does capture mean? (MAKE IT NOT END, MAKE IT GO ON AND ON).</p>	<p>C R O W D</p>
	<p>GO FEEL GOOD</p>	<p>Tell about THIS picture (HE GOOD, LIVE GOOD,</p>	<p>C R O W D</p>

LESSON # 8 CONVENTIONAL: VOCABULARY LESSON

ISH

SENTENCE COMPLETION

Description and Example	Target Words and Activity Items	Response format(s)
<p>This sentence says, "The water balloon ____."</p> <p>What word is missing? haunted burst stared</p>	<p>He ____ out the window</p> <ul style="list-style-type: none"> - crumpled - energized - stared <p>The man ____ at the barking dog.</p> <ul style="list-style-type: none"> - gallery - ish - snapped <p>The painter can ____ her smile.</p> <ul style="list-style-type: none"> - capture - haunted - crumpled <p>I ____ on the table.</p> <ul style="list-style-type: none"> - burst - gallery - leaned <p>The boy woke-up feeling ____.</p> <ul style="list-style-type: none"> - gallery - energized - crumpled 	<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>

LESSON #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 We Love to 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 recognize where one word ends and another word 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 "to." Who would like to come circle the word "to"?*

- 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
Ish

MINI-LESSON**Announce the lesson focus:**

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

Plan for demonstrating the skill while thinking aloud:

PREPARE: Select a picture to use as your topic for writing today.

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 have to think about the picture. I ask myself, 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 want to write. 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.

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.
- If the students use AAC, encourage them to name the letters using the keyboard on their devices and say the words and sounds in their heads as you stretch the words.

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 the words you aren't sure how to spell.

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 # 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 or other systemic alphabet and phonological awareness program.

LESSON #12 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud using *Alphie (The Turtle That Disappeared)***

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

The link is to a recording of the book on YouTube. Ideally, you should access a copy of the book to read to your students. They will learn more from you reading than the computer. If you can't find this book, look for another that is related to the bus theme in *Ish*. 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

ISH

Read to Identify Ramon’s Feelings

ANCHOR

Preparation/Materials Needed

Chart paper or white board with markers to record student responses.

A list of words that includes some words that are feeling words and other words that are not. All of the words are words that the students should know.

happy	yellow	mad
triangle	frustrated	excited
sad	afraid	surprised
enormous	worried	energized

Activate Background Knowledge

SAY: *Today, we are going to read Ish to decide how Ramon feels. Before we start, let’s look at this list of words. I am going to read each word. You decide if the word is a word that tells how a person can feel.*

- Read each word and ask students yes/no, “Is this a word that tells how someone feels?”
- As students respond:
 - Cross out the words that do not describe feelings
 - Talk about times when they might feel each of the feeling words. Correct misunderstandings about words that are not words that describe feelings.

Set the Purpose

SAY: *We are going to read Ish to decide which of the feeling words on our list describe the way Ramon feels in the story.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide how Ramon is feeling.

APPLY

Preparation/Materials Needed

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

Apply Activity

SAY: *You were reading/listening to decide how the characters (name the characters) are feeling in this story. I am going to read the feelings on our list. You tell me if the characters (name the characters) felt this in the story.*

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

- Complete the list of feeling words before going back to the book to check if Ramon felt each identified emotion.
 - Ramon was **happy** when he was drawing at the beginning of the story.
 - Ramon was **sad** when his brother laughed at him.
 - Ramon was **frustrated** when he couldn't get his drawings right.
 - Ramon was **mad** when he ran away with his crumpled art.
 - Ramon was **surprised** when he saw the gallery in his sister's room.
 - Ramon was **energized** when he started thinking, drawing, and writing ish-ly.

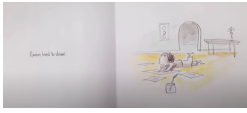

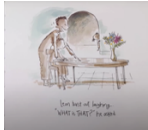



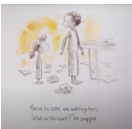
Follow-up and Feedback






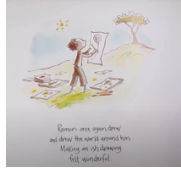




Return to the text to find evidence in the book to support each student response.


LESSON #13 – EMERGENT: SHARED READING

Ish

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 Comments	CROWD
Cover	I LOVE	WHAT IS the title of THIS book? (point) C R O W D
	HE LIKE	Tell ME about something YOU love TO DO. C R O W D
	HE LOOK	How DO YOU THINK HE FEELS about having his brother watch? C R O W D
	LOOK NOT RIGHT	WHAT did Leon THINK of Ramon's drawing? (NOT LIKE, NOT RIGHT, NEED WORK) C R O W D
	HE NOT LIKE	HE did NOT LIKE the drawing, so HE crumpled IT ____ (UP). C R O W D
	MAKE RIGHT	How did Ramon want his picture to look (RIGHT, LIKE IT) C R O W D
	HE FINISH	Tell ME about a time YOU felt FINISHED with something. C R O W D
	WHAT WANT?	"WHAT DO YOU ____ ?" HE snapped (WANT) C R O W D

	<p>NOT WANT WATCH</p>	<p>WHAT did HE tell her TO DO? (GO)</p>	<p>C R O W D</p>
	<p>PUT ALL UP</p>	<p>WHY did SHE PUT ALL of his drawings UP? (SHE LIKE, LIKE TO LOOK, THINK THEY GOOD)</p>	<p>C R O W D</p>
	<p>SHE LOVE</p>	<p>WHAT did Ramon say about his drawing? (NOT LOOK RIGHT, NOT RIGHT).</p>	<p>C R O W D</p>
	<p>THEY LOOK</p>	<p>His drawings LOOKed DIFFERENT. Tell ME about a time THAT something LOOKed DIFFERENT.</p>	<p>C R O W D</p>
	<p>NOT THINK BAD</p>	<p>"He began TO draw WHAT HE felt - loose lines quickly springing ____" (OUT).</p>	<p>C R O W D</p>
	<p>LOVE IT</p>	<p>How did Ramon FEEL? (GOOD, NOT NEED MAKE RIGHT, GOOD TO GO).</p>	<p>C R O W D</p>
	<p>HE MAKE MORE</p>	<p>WHAT did Ramon draw? (point to pictures, THAT, ALL HE LOOK)</p>	<p>C R O W D</p>
	<p>ME FEEL</p>	<p>HE realized THAT his drawings could show how HE might _____(FEEL).</p>	<p>C R O W D</p>
	<p>HE MAKE</p>	<p>WHAT DO YOU THINK his poems said?</p>	<p>C R O W D</p>
	<p>HE FEEL GOOD</p>	<p>How did Ramon FEEL? (GOOD).</p>	<p>C R O W D</p>

	HE GO	WHAT DO YOU THINK ishfully means?	C R O W D
---	-------	-----------------------------------	-----------

LESSON #14 CONVENTIONAL: VOCABULARY LESSON
BOOK TITLE: ISH

Returning to a Story Context Activity

DESCRIPTION AND EXAMPLE	TARGET WORDS AS USED IN THE STORY	RESPONSE FORMAT(S)
<p>SAY: Think about the ways the author used the words in the book. How did the author use the word stared? [read the paragraph aloud if needed: “He stared at the crumpled gallery.”] After finding each word, ask students to think about other words the author may have used.</p>	<p>Burst: “Leon burst out laughing.” Did Leon have a big laugh or a little laugh? (BIG)</p> <p>Crumpled: “He just crumpled up the drawing and threw it across the room.” What did Ramon do with his drawing? (MAKE LITTLE, MAKE BAD)</p> <p>Haunted: “Leon’s laughter haunted Ramon.” How does it mean that it haunted him? (NOT STOP THINK)</p> <p>Stared: “He stared at the crumpled gallery.” How did Ramon look at his crumpled drawings? (LOOK MORE, NOT STOP)</p> <p>Ish: “Making an ish drawing felt wonderful.” What does it mean that Ramon made ish drawings? (LITTLE LIKE IT)</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>

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 We Love to 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
WRITING ABOUT AN EXPERIENCE
Ish

MINI-LESSON**Announce the lesson focus:**

SAY: Today, I am going to show you how to write about something you have done or an experience you have had. Have you heard that word experience before? An experience is something you have done or been a part of.

Plan for demonstrating the skill while thinking aloud:

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

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

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

SAY: Now, I am going to write about _____. I have lots of ideas I can write.

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

Plan to work with the students to apply the skill:

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

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

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

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

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

Plan for setting up independent writing:

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

To the other adults in the room:

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

SUPPORTING STUDENT TOPIC SELECTION

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

STUDENT WRITING TOOLS

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

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

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 17 - WORKING WITH LETTERS AND WORDS

CONVENTIONAL: Complete the next lesson in the 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 systemic alphabet and phonological awareness program.

LESSON #18 - MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud using [Drawing is Fun](https://tarheelreader.org/2011/11/20/drawing-is-fun/)
<https://tarheelreader.org/2011/11/20/drawing-is-fun/>

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 #19 CONVENTIONAL: READING COMPREHENSION
ISH

Relate Feelings With Story Events

ANCHOR

Preparation/Materials Needed

1. Make a chart with a list of events down the first column and feelings listed across the top row as follows (choose your own events if these are not a good fit):

	Happy	Sad	Mad	Frustrated	Surprised
Waiting for a long time					
Work that is too hard					
Going outside to play					
Getting a present					

2. Make a chart with a list of events down the first column and feelings listed across the top row as follows (choose your own events if these are not a good fit):

	Happy	Sad	Mad	Frustrated	Surprised
Leon laughs at Ramon.					
Ramon could not get the drawings to look right.					
Ramon says, "I'm done."					
Marisol ran away with Ramon's crumpled art.					
Ramon saw the crumpled gallery.					
Ramon made ish drawings.					
Ramon wrote ish poems.					

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, mad, frustrated, surprised, and many other things. 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 (use yes/no or partner assisted scanning if needed).
- Put a check or tally the number of votes for each feeling with each event.

SAY: Today, we are going to read Ish again. We are going to read it to decide how the events in this story makes the Ramon feel. Here are some of the things that happen in the story.

- Show students the chart and read the list of events from the story.

Set the Purpose

SAY: We are going to read so that you can decide how the event in this story make Ramon 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 Ramon feel.

APPLY

Preparation/Materials Needed

The chart you prepared with the list of story events.

Apply Activity

SAY: Here is the list of events from the story, Ish. I will read the event, then you tell me which if these words tell how the event made Ramon feel.

- Read the first event then work with students to decide which of the words on the chart tell how Ramon felt.
- Accept all student responses and record the number of students who select each feeling for each event.


Follow-up and Feedback






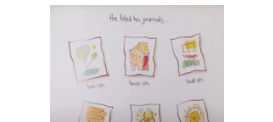

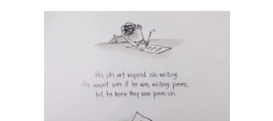
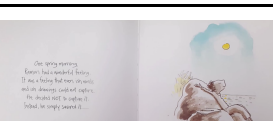
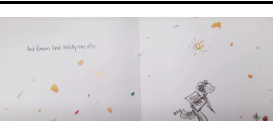
Return to the text to reread information that tells how the character was feeling with each event. Discuss the relationship with the student responses.

LESSON #19 – EMERGENT: SHARED READING

Ish

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 Comments	CROWD
Cover		C R O W D
	HE LOVE IT	WHAT IS HE DO-ing? (MAKE; DO; point)
	MAKE LOOK LIKE	WHAT could YOU try TO draw IN THIS room? (point to items in room)
	HE THINK BAD	WHAT did Ramon ask? (WHAT IS THAT?)
	NOT LIKE	Why DO YOU THINK HE threw the paper?
	WANT LOOK LIKE	Tell about Ramon's FEELing (BAD, NOT GOOD, THINK MAKE BAD)
	HE STOP	"Ramon PUT his pencil ____." (DOWN)
	HE SAID	"WHAT DO YOU WANT ?" HE snapped. WHAT does snapped mean? (TALK FAST, FEEL BAD TALK FAST)
	SHE GO	SHE saw his crumpled drawing ON the floor and picked IT ____ (UP).

	<p>LOOK ALL</p>	<p>He stared at the crumpled gallery." WHAT does gallery mean? (PUT UP TO SHOW, SHOW SOME)</p>	<p>C R O W D</p>
	<p>HE NOT LIKE</p>	<p>WHO loved Ramon's drawing? (SHE, point to picture)</p>	<p>C R O W D</p>
	<p>HE LOOK</p>	<p>"THEY DO LOOK ...ish" HE ____. (SAID)</p>	<p>C R O W D</p>
	<p>FEEL GOOD</p>	<p>Tell ME about something YOU LIKE TO DO ishly.</p>	<p>C R O W D</p>
	<p>HE MAKE</p>	<p>Drawing ishly made him FEEL ____ (GOOD; wonderful).</p>	<p>C R O W D</p>
	<p>MORE AND MORE</p>	<p>IT says, tree-ish, house-ish, boat-ish, afternoon-ish, fish-ish, sun-ish. WHAT does ish mean? (LIKE IT, LITTLE LIKE IT)</p>	<p>C R O W D</p>
	<p>HE MAKE</p>	<p>WHAT does -ish mean? (LIKE; not perfect)</p>	<p>C R O W D</p>
	<p>MAKE MORE</p>	<p>Tell ME about a time that YOU wrote something.</p>	<p>C R O W D</p>
	<p>HE LOVE FEEL</p>	<p>He decided not to capture ____ (IT).</p>	<p>C R O W D</p>
	<p>HE GO</p>	<p>WHERE DO YOU THINK HE IS GOING?</p>	<p>C R O W D</p>

LESSON #20 - CONVENTIONAL: VOCABULARY LESSON

Ish

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 you might be crumpled, give me a thumbs up. If it is not, give me a thumbs down.”</p> <ul style="list-style-type: none"> - A paper cup - A dog - A wheelchair <p>After completing several examples, ask the students to work together to generate examples and non-examples.</p>	<p>Reasons you might feel energized</p> <ul style="list-style-type: none"> - a good nap - a shower - a messy desk - a healthy breakfast <p>Things people put in a gallery</p> <ul style="list-style-type: none"> - paintings - trash - photographs - animals <p>Things that can be leaned on</p> <ul style="list-style-type: none"> - a bubble - a table - a tree - a bird <p>Something you might capture</p> <ul style="list-style-type: none"> - an idea - an apple - a picture - a chair 	<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>

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 We Love to 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
ADDING MORE
ISH

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 what I wrote before.

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

Plan to work with the students to apply the skill:

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

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

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

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

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

Plan for setting up independent writing:

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

To the other adults in the room:

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

SUPPORTING STUDENT TOPIC SELECTION

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

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 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 systemic alphabet and phonological awareness program.

LESSON #24 - MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud using [The Big Umbrella](#) by Amy Bates

https://www.youtube.com/watch?v=nhxGK_qZRCg

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 #25 CONVENTIONAL: READING COMPREHENSION

ISH

ANCHOR

Preparation/Materials Needed

1. Make a chart with the names of a few adults in the school who are familiar to the students. Choose people who do and do not help the students:

	Does this person help you?	
	YES	NO
	YES	NO
	YES	NO
	YES	NO

2. Make a second chart with Ish's brother and sister's names:

	Who does this?		Does it help Ramon?	
Laughs at Ramon.	Leon	Marisol	YES	NO
Picked up a crumpled sheet of paper.	Leon	Marisol	YES	NO
Makes a crumpled gallery.	Leon	Marisol	YES	NO
Tells Ramon his drawing looks vase-ish.	Leon	Marisol	YES	NO

Activate Background Knowledge

SAY: *There are lots of people who help us every day. Here is a list of people we know. Let's decide if these people help us.*

- Read each name then ask students to decide "Does ___ help you?"

SAY: *In our story, Ish, Ramon is the main character. Ramon has a brother, Leon, and a sister, Marisol. They do things to help Ramon and they do things that do not help him. Here are some things they do in the story.*

- Read the list of events from the first column of the chart you prepared.

SAY: *Today, we are going to read Ish again to decide who did these things, Leon or Marisol. Then, we are going to decide if they helped Ramon.*

- Show students the chart and read the list of events from the story.

Set the Purpose

SAY: *We are going to read so that you can decide who did each of these things and if they were helped Ramon.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide who did each thing and if they helped Ramon.

APPLY**Preparation/Materials Needed**

The chart you prepared with the list of story events, the column to mark Leon or Marisol, and the column to make whether it helped or not.

Apply Activity

SAY: Here is the list of events from the story, Ish. I will read the event, then you tell me who did it, Leon or Marisol.

- Read the first event then work with students to decide who did it.

SAY: Now decide whether each of these things helped Ramon.

- Read the first event again. Remind students who did it. Then ask, “Did it help Ramon?”

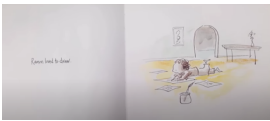

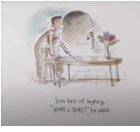
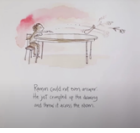



Follow-up and Feedback



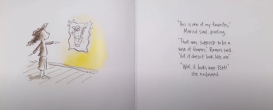


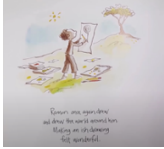




Return to the text to reread information that tells who did each thing and whether or not it helped Ramon. Discuss the relationship with the student responses.

LESSON #25 – EMERGENT: SHARED READING

Ish

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 Comments	CROWD
Cover	I LOVE	WHAT IS the title of THIS book? (point) C R O W D
	HE LOVE	How DO YOU FEEL about drawing? C R O W D
	HE LOOK	How DO YOU THINK Ramon felt about his brother watching him draw? C R O W D
	HE NOT LIKE	"Leon burst OUT laughing." WHAT does burst mean? (COME OUT FAST, COME OUT BIG) C R O W D
	MAKE NOT LIKE	WHAT did HE DO with his drawing ? (MAKE LITTLE, MAKE BAD, point to picture) C R O W D
	WANT MAKE RIGHT	"Leon's laughter haunted Ramon." WHAT does haunted mean? (THINK BAD, NOT STOP THINK IT) C R O W D
	PUT IT DOWN	Why DO YOU THINK HE PUT his paper DOWN? C R O W D
	NOT GOOD	Tell ME about a time YOU snapped. C R O W D

	<p>SHE GO</p>	<p>"Hey, come back HERE with _____" (THAT).</p>	<p>C R O W D</p>
	<p>ALL WORK UP</p>	<p>"HE stared at the crumpled gallery." WHAT does stared mean (LOOK, LOOK NOT STOP, LOOK MORE)</p>	<p>C R O W D</p>
	<p>SHE HELP</p>	<p>"Well, IT LOOKs vase-ISH," SHE exclaimed." WHAT does -ish mean? (LITTLE LIKE IT)</p>	<p>C R O W D</p>
	<p>THEY LOOK</p>	<p>Tell about THIS picture. (HE LOOK, SHE LOOK, THEY LOOK, LOOK NEW)</p>	<p>C R O W D</p>
	<p>MORE AND MORE</p>	<p>"Ramon felt light and energized." WHAT does energized mean? (FEEL GOOD TO GO, WANT TO DO)</p>	<p>C R O W D</p>
	<p>WHAT MAKE?</p>	<p>WHAT does Ramon LIKE TO draw? (point to items in pic, ALL HE LOOK, OUT, IN)</p>	<p>C R O W D</p>
	<p>LOOK ALL</p>	<p>Tell about things you've drawn (point to picture, LIKE THAT, NOT THERE, MORE COLOR)</p>	<p>C R O W D</p>
	<p>LOOK LIKE FEEL</p>	<p>What do these drawings show? (HE FEEL, WHAT FEEL LOOK LIKE)</p>	<p>C R O W D</p>
	<p>HE MAKE</p>	<p>Tell about a time YOU felt inspired.</p>	<p>C R O W D</p>
	<p>HE THINK AND FEEL</p>	<p>Instead, HE simply savored _____. (IT)</p>	<p>C R O W D</p>

	HE GO	HE LIKEd THE way drawing ishly made him _____(FEEL).	C R O W D
--	-------	--	-----------

LESSON # 26 - CONVENTIONAL: VOCABULARY LESSON

ISH

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 that made you feel energized.”</p>	<ol style="list-style-type: none"> 1. Tell me something you’ve leaned on. 2. Tell me something that might make you burst with joy? 3. What crumpled things might you find in the trash? 4. Tell me about something that haunted you. 5. Tell me a time you snapped at someone. 6. Tell me something you’ve stared at. 7. Tell me about a gallery in our school. 8. Tell me something you have that is new-ish? 9. Tell me something that makes you feel energized? 10. Tell me something you’d like to capture in a picture. 	<p>Students use all available forms of communication including the existing vocabulary on their AAC system to demonstrate understanding of the words.</p>

LESSON #27 MIXED GROUP: PREDICTABLE CHART WRITING

MAKE AND READ THE BOOK

PREPARATION

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

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things We Love to 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

ISH AS A MENTOR TEXT

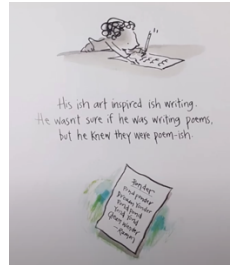
MINI-LESSON

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: Put a bookmark in *Ish* on the page where the text is, “His ish art inspired ish writing. He hasn’t sure he was writing poems, but he knew they were poem-ish.”



SAY (Remember, this step is discussion. No writing yet): *Let me read this part to you.*

SHOW the page and READ “His ish art inspired ish writing. He hasn’t sure he was writing poems, but he knew they were poem-ish.”

SAY (point to the image of the poem at the bottom of the page): *Ramon’s ish poem says, “Pond, ponder, dream, yonder. Pond, Pond. Yond, Yond. Gleam wander.”*

SAY *I think I can write an ish poem like Ramon. He wrote some words that sound the same. Listen again, “Pond, ponder, dream, yonder. Pond, Pond. Yond, Yond. Gleam wander.”*

SAY and WRITE (write Ramon’s poem on the white board or chart paper using the same organization Ramon used while students watch): *Look, Ramon wrote:*

Pond ponder
Dream Yonder
Pond pond
Yond yond
Gleam wander

SAY: *What do you notice about Ramon’s poem?*

- Encourage students to come point to the things they notice.
- If they don’t notice on their own, point out:
 - Words that appear two times
 - Words that rhyme
 - No periods

SAY (NOTE: You may write your poem using any words you’d like. They do not need to rhyme.): *I think I can write a poem like this. I am going to try it. I am going to think about some words I know that sound the same. (Demonstrate on students’ AAC system if they*

use them.) *I am going to start with the word, BAD. I know some words that sounds like BAD. Bad, bad, mad, sad. I am going to use those words to write an ish poem like Ramon.*

WRITE and SAY (Feel free to make up your own poem using any words you'd like. They do not need to rhyme):

Bad bad
Mad sad
Mad mad
Bad bad
Sad

- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

Work with the students to apply the skill:

SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Let's think about some words we could use in our ish poem. What words could we use in our ish poem?*

- Interact with students encouraging them to share words. As students share words, orally suggest other words that sound like the words they share.
- Attribute meaning to all student communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

SAY: *Okay, those are some great words. Now, let's write an ish poem together using some of the words you shared.*

- Seek student support in writing one or more of the words they shared and a few additional words that reflect the structure of the simple poem.
- It is OKAY if the ish poem has just a few words.
- 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 to write an ish poem. Think about an ish poem you could write. Think about words in the book and other words you know. Tell someone else about the words. Then you use them to write you own ish poem.*

To the other adults in the room:

SAY: *The goal here is NOT to copy text from the book or elsewhere in the room or on the student's device. 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 poem **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.*

ONE LAST NOTE FOR TODAY, students might create a poem that is similar to Ramon's and the *ish* poems we wrote together. *BUT* they are not required to write a poem and they are not required to write something that looks or sounds like a poem.

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

LESSON #30 - MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud using *I Ain't Gonna Paint No More* by Karen Beaumont
<https://www.youtube.com/watch?v=JGXtt8yCAFw>

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>

