



COMPREHENSIVE CONVENTIONAL LITERACY INSTRUCTIONAL CYCLE
PIG THE PUG BY AARON BLABEY

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>Sharing with Friends</i> Sentence Stem: I will share my _____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: Choose 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.
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: A Different Pond by Tiffinie Bul 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: Example/non-example 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 Give me Five: Things You Like 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 A Good Friend (<i>Tar Heel Reader</i>) Part 2: Students read things they select

CYCLE # 3

	ROUTINE	LESSON
13	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Identify what different characters did in <i>Pig the Pug</i>
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
14	Vocabulary	CONVENTIONAL: Word associations lesson
		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: Give me Five: Positive Attributes 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 Stick and Stone by Beth Ferry and Tom Lichtenheld https://www.youtube.com/watch?v=zCvwT_qbeiE Part 2: Students read things they select

CYCLE # 4






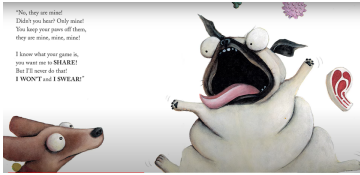
	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension: Anchor-Read-Apply: Students will be able to identify feelings of characters.
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Sentence Completion and Descriptive Words
		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 Pig the Pug is Learning to Share https://tarheelreader.org/2021/07/23/pig-the-pug-is-learning-to-share/ Part 2: Students read things they select

CYCLE # 5

	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Students will answer questions about who had a particular feeling in the story.
		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>Pig the Pug</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: Pig The Fibber https://www.youtube.com/watch?v=pWUeKUyYCo Part 2: Students read things they select

LESSON #1--MIXED GROUP: SHARED READING
PIG THE PUG

Read the book using *Follow 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.)

	CAR Comments
	LOOK THERE
<p>Pig was a pig and Tim was a boy. He was grumpy and selfish in most every way.</p> 	EAT ALL
<p>He lived in a house with a wicker dog, Tim. But when was he ever to have? It'd all go—NEVER.</p> <p>"You've got some great toys there," growl Tim's wicker dog.</p> <p>But Pig would just growl. "They're mine! GO AWAY!"</p> 	WANT!
<p>"But it might be more fun," Tim said to Pig. "If we both played together..."</p> 	PLEASE
<p>Well, Pig flipped his wig.</p> 	NOT LIKE!
<p>"No, How are you? Didn't you hear? Only you! You keep your paws off them, they are mine, mine, mine!"</p> <p>I know what your game is, you want me to SHARE! But I'll never do that. I WON'T and I SWEAR!</p> 	MINE, MINE, MINE!

 <p>And with that, he proceeded to gather his stuff and make a big pile, with a half and a puff.</p>	<p>GET, GET, GET</p>
 <p>And with that, he proceeded to gather his stuff and make a big pile, with a half and a puff.</p>	<p>GET ALL</p>
 <p>And once he had gathered them up in a pile, he looked from the top with a satisfied smile. "That's" about Pig. "These do seem get the best is, MINE! MINE! MINE! MINE! So why don't you SCOOT?"</p>	<p>YOU GO</p>
 <p>With pigs around the</p>	<p>WATCH OUT!</p>
 <p>These days it's different, It's happy to see It's so very different to most every one.</p>	<p>NOT GOOD</p>
 <p>Yes, Pig shares his toys now, and Farmer's his friend. And they both play together....</p>	<p>LIKE PLAY</p>
 <p>... while Pig's on the road.</p>	<p>MAKE GOOD</p>

LESSON #2--CONVENTIONAL: VOCABULARY
PIG THE PUG

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
1. greedy	Pig was a pug, and I'm sorry to say he was greedy and selfish in most every way.	wants to have a lot of something, more than you need	<i>WANT MORE, WANT ALL, WANT TO HAVE</i>
2. Never	But when was he nice to him? I'll tell you - NEVER	not ever; not happen	<i>NOT DO; NOT DO THAT</i>
3. Fun	"But it might be more fun ," Trevor said to Pig, "if we both played together ..."	something you like doing; something you enjoy	<i>LIKE TO DO; GOOD TIME; HAVE GOOD TIME</i>
4. Share	I know what your game is, you want me to SHARE!	to let someone have or use part of	<i>YOU GET SOME; HAVE SOME</i>
5. Pile	And with that, he proceeded to gather his stuff and make a big pile , with a huff and a puff.	many things on top of each other	<i>PUT ON; PUT ALL THERE</i>
6. Gather	And with that, he proceeded to gather his stuff and make a big pile, with a huff and a puff.	to bring together in one place; to collect	<i>GET ALL</i>
7. Shouted	"There!" shouted Pig, "now you won't see my loot."	used a loud voice; yell	<i>SAID IT BIG</i>
8. Wobbling	But just at that moment, poor Trevor did see the pile was wobbling .	rocking from side to side; not steady, not balanced	<i>IT GO OFF; IT NOT STOP; GO RIGHT AND NOT RIGHT</i>
9. Different	These days it's different , I'm happy to say.	not the same	<i>NOT LIKE THAT; NOT WHAT I THINK</i>

10. Together	And they both play together...	in one group; in one place	<i>WE DO IT; ALL THERE</i>
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LESSON #3 – MIXED GROUP: PREDICTABLE CHART WRITING

WRITE THE CHART

PREPARATION

- MATERIALS:
 - Sentence Strips
 - Markers
 - Scissors for the students to use
 - 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 **Sharing with Friends**.*

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

- 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

*PIG THE PUG**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 *A Different Pond*.



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

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

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

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

Plan to work with the students to apply the skill:

PREPARE: Find two more pictures that might be interesting to the students. Consider these two from *A Different Pond*.



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 # 5 – WORKING WITH LETTERS AND WORDS

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

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

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud [*A Different Pond*](#) by Tiffinie Bul

<https://www.youtube.com/watch?v=sKlGs8Eln4E>

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 *Pig the Pug*. 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.

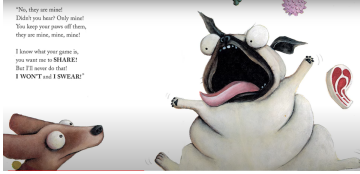


<https://go.unc.edu/BBreflect>





LESSON #7—MIXED GROUP: SHARED READING
PIG THE PUG

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.)

	CAR	CROWD	
	I LIKE	DO YOU HAVE a dog?	C R O W D
	EAT, EAT, EAT!	WHAT IS HE DO-ing?	C R O W D
	HE LIVE THERE.	WHAT did Pig DO IN THE house?	C R O W D
	ALL MINE.	Pig said "THEY're _____"	C R O W D
	YOU AND ME	Tell ME about Trevor.	C R O W D

 <p>With Pig raised his pug</p>	<p>GO UP (ARMS)!</p>	<p>Does Pig LIKE THIS idea?</p>	<p>C R O W D</p>
 <p>"No, that are mine! Didn't you hear? Only mine! You keep your paws off them, they are mine, mine, mine!" I know what your game is, you want me to SWEAR! But I'll never do that! I WON'T and I SWEAR!</p>	<p>GET OFF!</p>	<p>Pig said NO, THEY ARE _____.</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff</p>	<p>GET IT ALL</p>	<p>Tell ME WHAT HE IS DO-ing.</p>	<p>C R O W D</p>
 <p>and make a big pile, with a ball and a puff.</p>	<p>PUT ON</p>	<p>Pig IS making a pile with toys. Tell ME WHAT YOU PUT IN a pile.</p>	<p>C R O W D</p>
 <p>And once he had gathered them up in a pile, he barked from the top with a satisfied snarl. "That!" barked Pig. "That is mine! get my ball! I: MINE! MINE! MINE! MINE! So why don't you SCOOT!"</p>	<p>NOT YOU</p>	<p>Pig said, It's _____!</p>	<p>C R O W D</p>
 <p>But just as that moment, your friend did see the pig was working. Oh dear me. "Watch out up there!" growl Tigger did say But the chance of it was ...</p>	<p>GO OFF IT</p>	<p>Tell ME or show me the toy YOU LIKE.</p>	<p>C R O W D</p>
 <p>With, piggie cannot fly</p>	<p>DOWN, DOWN, DOWN.</p>	<p>Tell ME WHAT IS happening.</p>	<p>C R O W D</p>
 <p>There are so different, So happy to sit In so very different In most every spot.</p>	<p>CAN PLAY</p>	<p>These days it's _____.</p>	<p>C R O W D</p>

 <p>You, Pig, share his hat with me. and I won't be afraid. And they both play together...</p>	<p>YOU AND ME</p>	<p>WHAT does share mean?</p>	<p>C R O W D</p>
 <p>... while Pig's on the mend.</p>	<p>HE CAN HELP</p>	<p>Pig got hurt WHEN HE fell. HAVE YOU ever fallen?</p>	<p>C R O W D</p>

LESSON #8--CONVENTIONAL: VOCABULARY
PIG THE PUG

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 sounds fun, give me a thumbs up. If it is not, give me a thumbs down.</p> <ul style="list-style-type: none"> • go to a party • lose your homework • get a scratch on your arm <p>After completing several examples, ask the students to work together to generate examples and non-examples.</p>	<p>Things you should never do</p> <ul style="list-style-type: none"> • tell a lie • be kind • hit someone <p>Things that go together</p> <ul style="list-style-type: none"> • ketchup on cake • shoes and socks • soap and water <p>Things that are good to share</p> <ul style="list-style-type: none"> • toys • a cold • your answers on a test <p>Things you can gather</p> <ul style="list-style-type: none"> • clothes • your school supplies • the moon <p>Things you can put in a pile</p> <ul style="list-style-type: none"> • water • clothes - books 	<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>

Word Association Activity

Description and Example	Target Words and Activity Items	Response format(s)
<p>“I have 3 words up on the board: greedy, different, shouted. I will read a sentence. You decide which word goes with the sentence.” Examples:</p> <p>greedy-different-shouted - He was too loud.</p>	<p>gather - fun - wobbling</p> <ul style="list-style-type: none"> • I need to put all of these things in one place. • She could not stay steady when she stood on one foot. • What a great day at the beach! <p>together - share - never</p> <ul style="list-style-type: none"> • Here is one of my cookies. 	<p>After each sentence is read, the teacher points to and reads the three words (e.g., say “remember” and pause). Pause after each word to give students a chance to indicate that the word goes with the sentence. Students indicate “that’s the one” using any form of communication or</p>

<p>- She took more than her fair share. - She did not bring her usual lunch.</p>	<ul style="list-style-type: none"> You can forget about me going on that roller coaster! It is fun to work on this project with you. <p>pile - different - greedy</p> <ul style="list-style-type: none"> She used all of our computer time. The teacher asked us to stack up all of the books we had read. The first letters in our names are not the same. <p>shouted - wobbling - never</p> <ul style="list-style-type: none"> That looks like it might fall. She said that in a really loud voice. That is not something I would do. <p>gather - share - fun</p> <ul style="list-style-type: none"> I really liked our sleepover. Please collect all of the assignments and put them on my desk. I want to give you some of my books. 	<p>action that is available to the student with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message device, or low or high tech AAC).</p>
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Word Relationships Activity

Description and Example	Target Words and Activity Items	Response format(s)
<p>“Some of the words we’re learning are related. Think about this. How are gather and pile related?” After pausing to give the students a chance to think, say “You might gather your dirty clothes and put them in a pile to wash.”</p>	<p>greedy - share</p> <ul style="list-style-type: none"> People who will not share are greedy. <p>wobbling - shouted</p> <ul style="list-style-type: none"> The rock was wobbling so she shouted, “watch out.” <p>different - together</p> <ul style="list-style-type: none"> We are different but we like to do things together. <p>never - fun</p>	<p>Students use related words on their AAC systems to describe how words might be related (e.g., car <i>go</i> to <i>turn</i> around the block; <i>do</i> careful to <i>turn</i> and steer;). As an alternative, the teacher could provide an array of word pairs and sentences with target words missing. Students select the appropriate word pair to complete each</p>

	<ul style="list-style-type: none"> You never let us do anything fun! <p>shouted - pile</p> <ul style="list-style-type: none"> We shouted with joy while we played in the pile of leaves. 	<p>sentence using any form of communication or action that is available to them (e.g., look at the desired choice or use a body movement, a single message device, or low or high tech AAC to indicate choice when presented).</p>
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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 **Sharing with Friends**. (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 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 "my." Who would like to come circle the word "my"?*

- 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*Give Me Five: Things I Like***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 I Like**. 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 five 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.*

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: Complete the 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 *A Good Friend* in Tar Heel Reader

<https://tarheelreader.org/2022/02/07/a-good-friend-3/>

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 #13—CONVENTIONAL: READING COMPREHENSION
PIG THE PUG

ANCHOR ACTIVITY

Build Background:

Tell students, “There are lots of people at school who help. Let’s think about some of the different people here in school and what they do to help. I will write down some people and some different actions of how they help. You tell me what each person does.”

Examples:

People

- Name of teacher
- Name of paraprofessional
- Name of speech pathologist
- Name of principal
- Name of custodian

Actions

- Helps us communicate
- Teaches us
- Runs the school
- Keeps our school clean
- Helps our teacher

Say the name of each person and ask students to match the action to the person. For example, say “How do I help?” Then say each action and draw a line connecting the person to the action the students selected. Discuss student responses after the list is complete.

Set the Purpose

SAY: *Listen so that you can decide the things that Trevor did in the story to help, Pig the Pug.*

READ

The teacher reads the story. Stop no more than 2 times to remind students, “Remember, you’re listening to **decide** how Trevor helped Pig in our story.”

APPLY





“I am going to read a list of things that happened in the story. You tell me which things Trevor did to help.”

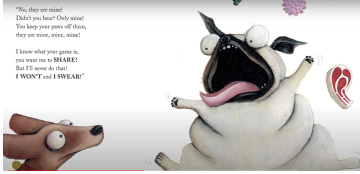

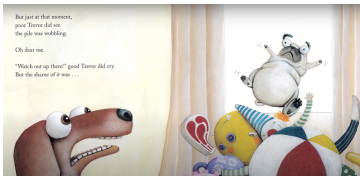
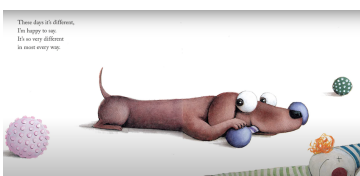
- Share toys
- Feel better
- Gave warning
- Ate all the food
- Play together



After the students have identified the things they think Trevor did, go back to the book. Guide students through comparing their responses for each of the actions with the text and pictures. Support corrections and additions as needed.

LESSON #13- EMERGENT: SHARED READING
PIG THE PUG

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.)

	CAR	CROWD	
	HE BIG	Show ME his name.	C R O W D
	WANT ALL	Tell ME WHAT YOU LIKE TO eat.	C R O W D
	THEY LIVE THERE.	Show ME WHO lived THERE.	C R O W D
	MINE!	Tell ME WHAT Pig told Trevor TO DO.	C R O W D
	WANT PLAY	Trevor LIKES TO PLAY with Pig. Tell ME WHO YOU LIKE TO PLAY with.	C R O W D

 <p>With Pig tipped his pig</p>	<p>FEEL BAD</p>	<p>Tell ME WHAT Pig THINKS?</p>	<p>C R O W D</p>
 <p>"No, that are mine! Didn't you hear? Only mine! You keep your paws off them, they are mine, mine, mine! I know what your game is, you want me to SWEAR! But I'll never do that! I WON'T and I SWEAR!"</p>	<p>NOT DO</p>	<p>Tell ME how Pig FEELS.</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff</p> <p>and make a big pile, with a half and a pig!</p>	<p>PUT ON</p>	<p>Pig IS gathering his toys. WHAT DO YOU gather?</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff</p> <p>and make a big pile, with a half and a pig!</p>	<p>MAKE IT BIG</p>	<p>WHAT does BIG mean?</p>	<p>C R O W D</p>
 <p>And once he had gathered them up in a pile, he barked from the top with a satisfied smile.</p> <p>"That's" barked Pig "These are mine! get my hand! I'MINE! MINE! MINE! MINE! Is any dog's you SCOOT?"</p>	<p>ON IT</p>	<p>Tell ME how Pig FEELS.</p>	<p>C R O W D</p>
 <p>But just as that moment, your friend did see the pile was working.</p> <p>Oh dear me.</p> <p>"Watch out up there!" good Doris did say But the chance of it was ...</p>	<p>GET DOWN!</p>	<p>Tell ME WHAT Pig IS FEELing.</p>	<p>C R O W D</p>
 <p>With, pigginess fly</p>	<p>NOT GOOD</p>	<p>WHERE did Pig fall OUT?</p>	<p>C R O W D</p>
 <p>There are six different, In happy to sit It is so very different to most every one!</p>	<p>HE PLAY</p>	<p>WHO IS PLAY-ing with THE toys now?</p>	<p>C R O W D</p>

 <p>You, Pig, share his toy with and I won't be friend. And they both play together...</p>	<p>HE LIKE</p>	<p>WHO IS PLAY-ing with THE toys now?</p>	<p>C R O W D</p>
 <p>... while Pig's on the ground.</p>	<p>CAN NOT GO</p>	<p>WHO IS HELP-ing Pig?</p>	<p>C R O W D</p>

LESSON #14—CONVENTIONAL: VOCABULARY
Pig the Pug

Generating Situations Activity

Description and Example	Target Words and Activity Items	Response Format(s)
<p>SAY: “Let me tell you some ways I use these words. Wobbling. I was wobbling on one foot.”</p> <p>Write never on the white board or a piece of chart paper. Write, I never eat dirt. Ask students to tell about when they might use the word never.</p> <p>Continue with other words. Write the word. Provide an example. Then ask students to generate examples.</p>	<p>Together</p> <ul style="list-style-type: none"> - I tell my friends we should do things together. “Let’s work together!” <p>Pile</p> <ul style="list-style-type: none"> - We make a pile when we clean. “Put toys in a pile.” <p>Never</p> <ul style="list-style-type: none"> - There are some things I will never do “I will never fly to the moon” <p>share</p> <ul style="list-style-type: none"> - It is nice to share. “Let’s share snack” <p>different</p> <ul style="list-style-type: none"> - I can ask for something different. “I need a different color” 	<p>Students use the existing vocabulary on their AAC system to tell about ways they use the words. Write the examples students provide. Help them think about how they might use the words to talk to others.</p>

Generating New Sentences Activity

Description and Example	Target Words and Activity Items	Response Format(s)
<p>SAY: “Let’s practice using the words we’re learning. I’ll start a sentence, and you tell me how to end it.</p> <p>Write the first example: - She had fun at...</p>	<ul style="list-style-type: none"> - Something I would never do is ... - She shouted when she saw ... - Gather up all of your ... 	<p>Students complete the sentences using either (a) existing words on their AAC devices, (b) the keyboard + word prediction in their AAC system; or (c) any form of alternate access to all 26 letters to write completions.</p>

<p>Write each of the ideas students provide.</p>	<ul style="list-style-type: none"> - Let's all sit together so we can ... - School was different today because ... 	
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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 greedy?"</p> <ul style="list-style-type: none"> - <i>Pig was a pug and I'm sorry to say, he was greedy and selfish in most every way.</i> (WANT ALL; WANT MORE) <p>After finding each word, ask students to think about other words the author may have used.</p>	<p>Never: "<i>But when was he nice to him? I'll tell you - NEVER."</i> What does it mean when they say never? (NOT DO; NOT DO THAT; NO TIME)</p> <p>Fun: "<i>But it might be more fun," Trevor said to Pig, "if we both played together ...</i> What does it mean when Trevor says fun? (GOOD TIME; GOOD)</p> <p>Share: "<i>I know what your game is, you want me to share."</i> What does Pig mean when he says share? (GET YOU SOME)</p> <p>Gather: "<i>And with that he proceeded to gather his stuff"</i> ...What does the author mean by gather? (GET ALL; GET IT)</p> <p>Pile: "<i>And make a big pile with a huff and a puff."</i> What does the author mean when they say pile? (PUT ALL THERE)</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 **Sharing with Friends**. 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

Give Me Five: Positive Attributes

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 five positive attributes. First, I have to think. What do I want to list positive attributes about? A family member or a friend or school?

- *Choose something/someone to list positive attributes about – try to focus on things the students will understand or have experienced.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Positive Attributes about _____**. Then, I think I'll write:*

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

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

Plan to work with the students to apply the skill:

SAY (Remember, this is all discussion. No writing yet): Okay, let's make another list together. This time, let's make a list of positive attributes about someone or something. First, tell me who or what you want to list positive attributes about. How about _____?

- Interact with students encouraging them to tell you some positive attributes about the person or thing they chose (e.g., school: jumping on the mini-tramp, pizza for lunch, recess).
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

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

- Create a numbered list and write at least 3-5 ideas.
- Work with the students to write a list of the things that make them happy. 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 positive attributes about someone or something you choose. See if you can write five things.

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: Complete the 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 [Stick and Stone](#) by Beth Ferry and Tom Lichtenheld

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

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
PIG THE PUG

ANCHOR ACTIVITY

Build Background:

Say: Today we are going to read a book to decide how the characters are feeling. Lets make a list of words we use to describe how we feel.

- Write the words students provide
- If they can't get more than 2 or 3, provide them with examples that will elicit others. For example, "How do you feel when you get a present?"

Set the Purpose

SAY: Read/Listen so that you can decide how the characters (name the characters) are feeling in this story.

READ

The teacher reads the story. Stop no more than 2 times to remind students, "Remember, you're listening to identify character feelings."







APPLY


Say: You were reading/listening to decide how Pig and Trevor are feeling in this story. I am going to read the feelings on our list. You tell me if the characters Pig and Trevor felt in this story.

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

LESSON #19 — EMERGENT: SHARED READING
PIG THE PUG

Read the book using *Follow the CAR* or CROWD based on the needs of your students.

	CAR	CROWD	
	THAT LIKE THAT (point to p in pig and p in pug)	WHERE IS a "P"?	C R O W D
	SIT DOWN	Tell ME WHAT YOU see.	C R O W D
	HE WANT (looking at toys)	DO YOU LIKE Pig's toys?	C R O W D
	STOP	Tell ME how Pig FEELS.	C R O W D
	WE DO THAT	WHAT does fun mean?	C R O W D
	THINK NOT GOOD	WHO flipped his wig?	C R O W D
	STOP	Would YOU share with Trevor?	C R O W D

 <p>And with that, he proceeded to gather his stuff and make a big pile, with a half and a pig!</p>	<p>HE CAN NOT HAVE</p>	<p>WHAT IS Trevor DO-ing?</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff and make a big pile, with a half and a pig!</p>	<p>PUT IT THERE</p>	<p>WHAT does pile mean?</p>	<p>C R O W D</p>
 <p>And once he had gathered them up to a pile, he leaped from the top with a satisfied smile. "That's" observed Pig "There the stuff got the best! It's MINE! MINE! MINE! MINE! So why don't you SCOOT?"</p>	<p>MINE, MINE, MINE!</p>	<p>Tell ME WHERE Pig IS.</p>	<p>C R O W D</p>
 <p>But just as that moment, your Trevor did not the pig was watching. Oh dear me. "Watch out up there!" good Trevor did say But the chance of it was...</p>	<p>PLEASE GET DOWN!</p>	<p>Trevor cried _____ _____! (Watch OUT)</p>	<p>C R O W D</p>
 <p>With pigs cannot fly</p>	<p>COME OUT THERE (window)</p>	<p>Pugs cannot fly. Tell ME something else THAT can't fly.</p>	<p>C R O W D</p>
 <p>There are 24 different I'm happy to see. It's so very different to most every one.</p>	<p>LIKE TO PLAY</p>	<p>Tell ME how Trevor FEELS?</p>	<p>C R O W D</p>
 <p>You, Pig, share his toys now, and Trevor he found and they both play together...</p>	<p>THEY PLAY</p>	<p>THEY ARE sharing toys. WHAT DO YOU LIKE TO share?</p>	<p>C R O W D</p>
 <p>... while Pig's on the ground.</p>	<p>NOT FEEL GOOD</p>	<p>Pig CAN NOT reach THE toys. Tell ME how HE GETs THE toys.</p>	<p>C R O W D</p>

LESSON #20—CONVENTIONAL: VOCABULARY
PIG THE PUG

Sentence Completion

Description and Example	Target Words and Activity Items	Response format(s)
<p>“This sentence says, “Going to the zoo is ____.” I am going to give you some words. If the word fits, give me a thumbs up. If it does not, give me a thumbs down.</p> <ul style="list-style-type: none"> • fun • share • gather 	<p>He ____ wanted to eat a fly.</p> <ul style="list-style-type: none"> • never • greedy • wobbling <p>The ____ bear ate all honey.</p> <ul style="list-style-type: none"> • shouted • greedy • together <p>He stepped in a ____ of poo!</p> <ul style="list-style-type: none"> • gather • different • pile <p>The man ____ “STOP” to the child running into the road.</p> <ul style="list-style-type: none"> • pile • shouted • together <p>She needed to ____ the things to make cookies.</p> <ul style="list-style-type: none"> • gather • different • never 	<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>

Descriptive Words

Description and Example	Target Words and Activity Items	Response format(s)
<p>“Let’s see how many of the words we can use to talk about a park.”</p>	<p>Wobbling- Example: I am wobbling on the teeter-totter</p>	<p>Students use the existing vocabulary on their AAC system to talk about other</p>

<p>Let me tell you some ways I can use these words.</p> <p>Think about the word, greedy. I can say, “You are greedy if you don’t let others take turns”</p> <p>What does greedy mean?</p>	<p>How else can you say wobbling?</p> <p>Different – Example: There are different kinds of slides. How else can you say different?</p> <p>Together– Example: We can play together at the park! How else can you say together?</p> <p>Share– Example: They share the ball when they play How else can you say share?</p> <p>Fun– Example: I have fun swinging! How else can you say fun?</p>	<p>ways they could communicate the meaning of the new word (e.g., steer = make it turn). Working in small groups, a peer partner or supporting adult writes down the contributions made by the student using their AAC system, to then be added to the class bulletin board.</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 **Sharing with Friends**. 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*Revising by Adding More***MINI-LESSON****Announce the lesson focus:**

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

Plan for demonstrating the skill while thinking aloud:

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

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

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

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

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

Plan to work with the students to apply the skill:

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

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

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

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

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

Plan for setting up independent writing:

SAY: *Today when you write, 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: Complete the 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 [Pig the Pug is Learning to Share](https://tarheelreader.org/2021/07/23/pig-the-pug-is-learning-to-share/) in Tar Heel Reader
<https://tarheelreader.org/2021/07/23/pig-the-pug-is-learning-to-share/>
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
PIG THE PUG

ANCHOR ACTIVITY

Build Background:

Tell students, “We all have lots of different feelings. The way we feel can depend on things that happen to us and things that we do. I will name some things and you tell me if that would make you feel happy, angry, or sad.”

Make a chart that lists 4 or 5 different events. Across the top of the list, write each student’s name. As you read each event, write the student responses (i.e., happy, and, sad) under their names.

Examples:

- It is your birthday.
- Your teacher calls on you to answer a question.
- You can’t go to recess because it’s raining.
- You forgot to bring your homework to school.
- You find a dollar in your backpack.
- Someone got in front of you in line.
- You ripped your shirt.

If needed, say the possible responses (i.e., happy, angry, sad) and ask the student to let you know when they hear the response they want (e.g., make a noise, press a switch, smile, nod your head).

Set the Purpose

SAY: *Listen so that you can decide how Pig and Trevor felt when different things happened in the story.*

READ

The teacher reads the story. Stop no more than 2 times to remind students, “Remember, you’re listening to **decide** how Pig and Trevor felt when different things happened in the story.”

APPLY

SAY: *Look at this chart. Here are some things that happened in the story and here are some feelings. When I tell you what happened, you tell me how the character felt.*

Happy Angry Sad





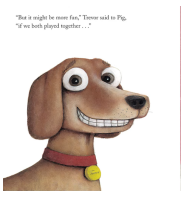

- Trevor saw Pig's toys. How did Trevor feel?
- Trevor wanted to share Pig's toys. How did Pig feel?
- Pig did not want to share. How did Trevor feel.
- Pig put all of his toys in a pile, How did Pig feel?
- Pig shared his toys. How did Trevor feel?


Note: If students cannot agree on a single feeling for each action mark more than one feeling.

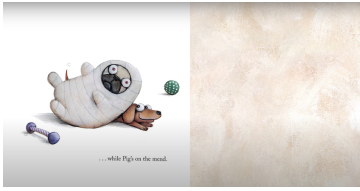
After the students have chosen a character's feeling for each action, go back to the book. Guide students through comparing their responses with the text and pictures. Support corrections and additions as needed.

LESSON #25 - EMERGENT: SHARED READING
PIG THE PUG

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs.

	CAR	CROWD	
	HE SIT	Tell ME about him.	C R O W D
	IT BIG	WHAT does greedy mean?	C R O W D
	HE WANT TO PLAY	Show ME THE toy YOU LIKE.	C R O W D
	HE BAD	WHAT toys does Pig WANT?	C R O W D
	YOU AND ME PLAY!	Tell ME WHAT Trevor WANT-ed TO DO together.	C R O W D
	HE NOT LIKE THAT.	Pig does NOT LIKE THIS idea. Tell ME something YOU DO NOT LIKE.	C R O W D

 <p>"No, they are mine! Didn't you hear? They said You keep your paws off them, they are mine, mine, mine! I know what your game is, you want me to BREAK! But I'll never do that! I WOON'T and I BARK!"</p>	<p>NOT WANT TO PLAY</p>	<p>Keep your paws off them, THEY ARE _____, _____, _____.</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff...</p> <p>...and make a big pile, with a ball and a pig!</p>	<p>MOVE FAST</p>	<p>WHAT does gather mean?</p>	<p>C R O W D</p>
 <p>And with that, he proceeded to gather his stuff...</p> <p>...and make a big pile, with a ball and a pig!</p>	<p>GET ALL</p>	<p>Tell ME about THE pile. (big)</p>	<p>C R O W D</p>
 <p>And once he had gathered them up in a pile, he barked from the top with a careful note: "That!" barked Pig. "There are more up top! It's MINE! MINE! MINE! MINE! So you don't see SCOOT!"</p>	<p>SAY IT BIG</p>	<p>Pig said YOU won't get MY loot! It's ____, ____, ____.</p>	<p>C R O W D</p>
 <p>But just as that moment, good things did come the pig was walking. Oh dear me. "Watch out, up there!" good Things did cry. But the dog was a wee..."</p>	<p>HE UP THERE!</p>	<p>Tell ME WHAT YOU THINK will happen.</p>	<p>C R O W D</p>
 <p>With pigs cannot fly.</p>	<p>DOWN FAST</p>	<p>Pugs CAN NOT fly. Tell ME something THAT CAN fly.</p>	<p>C R O W D</p>
 <p>These days it's different, I'm happy to see, It's no more different in most every way.</p>	<p>HE SIT DOWN</p>	<p>These days ARE NOT THE same. Tell ME about them.</p>	<p>C R O W D</p>
 <p>Yes, Pig shares his toys now, and Things is friend, And they both play together..."</p>	<p>THEY GET ALL</p>	<p>Tell ME WHO PLAYS with THE toys now?</p>	<p>C R O W D</p>

 <p>... while Pig is on the beach.</p>	HE FEEL BAD	Pig got hurt falling down. Tell ME WHERE Pig IS hurt.	C R O W D
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Lesson #26--CONVENTIONAL: VOCABULARY
PIG THE PUG

Vocabulary Check-in

Description and Example	Target Words and Activity Items	Response Formats
<p>Students describe and use the new words in ways that extend beyond those used in instruction. For example, you may ask students to “Describe something you might remember.”</p>	<ol style="list-style-type: none"> 1. Tell me a time when you were greedy. 2. Tell me one thing you should never do. 3. Tell me something that is fun. 4. Tell me something you can share. 5. Tell me something you can pile. 6. Tell me about things you gather. 7. Tell me a time you wanted to shout. 8. Tell me something that wobbles. 9. Tell me something different you want to do this afternoon. 10. Tell me someone you want to play together with. 	<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 **Sharing with Friends**. 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

*PIG THE PUG**Mentor Texts*

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:

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

Use this two-page spread (first two pages in the text).



It says, “You’ve got some great toys there,” poor Trevor would say. But Pig would just grumble. “They’re mine! GO AWAY!”

I like the way the author uses BOLD CAPITAL letters to show that Trevor is shouting. I want to try that in my own writing. I want to use BOLD CAPITAL letters to write about a time I was shouting.

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

- Choose an idea to write about – maybe you could write about going to a sports event where you shouted, a time when you had to call someone across the playground, think about a time when you shouted and write about.
- 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: Turn to the page in the book that looks like the following.



SAY (Remember, this step is discussion. No writing yet): *Let's try it together. Let me read this part to you. It says, "No, they are mine! Didn't you hear? Only mine! You keep your paws off them, they are mine, mine, mine! I know what your game is, you want me to **SHARE!** But I'll never do that! **I WON'T** and **I SWEAR!**"*

*See how the author used BOLD CAPITAL letters? He wrote **SHARE** and **I WON'T** and **I SWEAR!**" in BOLD CAPITAL letters because Pig is shouting.*

Let's try it together. What are some things we might shout?

- 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 some of those things.*

- Work with the students to write some of the things they shared. Write a simple list of words or phrases they provided in ALL CAPS, using a bold marker if possible.
- 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. Think about things you might shout and try writing them in ALL CAPITAL LETTERS.*

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 #29 – WORKING WITH LETTERS AND WORDS

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

EMERGENT: Complete the 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 *Pig The Fibber***

<https://www.youtube.com/watch?v=f4Z26DvfT9Y>

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>

