



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE  
*THE PIGEON NEEDS A BATH BY MO WILLEMS*

**CYCLE # 1**

	ROUTINE	LESSON
1	Shared Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> <i>Follow the CAR</i>
2	Vocabulary	<b>CONVENTIONAL:</b> Introduce and talk about new words. Share student-friendly definitions. Make connections to available core vocabulary on AAC systems
		<b>EMERGENT:</b> Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
3	Predictable Chart Writing	<b>Mixed CONVENTIONAL and EMERGENT:</b> Write the Chart <b>Chart Title:</b> <i>Things I Do Not Like</i> <b>Sentence Stem:</b> I do not like _____.
4	Writing	<b>CONVENTIONAL:</b> Part 1: Mini-lesson: <i>Can't Stop Writing</i> Part 2: Students write independently
		<b>EMERGENT:</b> Focus on selecting topic, communicating about it, and writing about it using letters and words.
5	Working with Letters and Words	<b>CONVENTIONAL:</b> Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		<b>EMERGENT:</b> Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
6	Self-Directed Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Part 1: Teacher read aloud using <a href="https://tarheelreader.org/2022/07/24/i-need-to-clean/">I Need to Clean</a> <a href="https://tarheelreader.org/2022/07/24/i-need-to-clean/">https://tarheelreader.org/2022/07/24/i-need-to-clean/</a> Part 2: Students read things they select

**CYCLE # 2**

	ROUTINE	LESSON
7	Shared Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Follow the CAR or Put the CROWD in the CAR
8	Vocabulary	<b>CONVENTIONAL:</b> Returning to the Story Context Activity
		<b>EMERGENT:</b> Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
9	Predictable Chart Writing	<b>Mixed CONVENTIONAL and EMERGENT:</b> Reread and Work with the Chart
10	Writing	<b>CONVENTIONAL:</b> Part 1: Mini-lesson: <i>Give me Five: Things I Do NOT Like</i> Part 2: Students write independently
		<b>EMERGENT:</b> Focus on selecting topic, communicating about it, and writing about it using letters and words.
11	Working with Letters and Words	<b>CONVENTIONAL:</b> Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		<b>EMERGENT:</b> Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
12	Self-Directed Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Part 1: Teacher read aloud using <a href="https://tarheelreader.org/2022/07/24/do-you-need-a-bath-2/">How Do You Get Clean?</a> <a href="https://tarheelreader.org/2022/07/24/do-you-need-a-bath-2/">https://tarheelreader.org/2022/07/24/do-you-need-a-bath-2/</a> Part 2: Students read things they select

**CYCLE # 3**

	ROUTINE	LESSON
13	Shared Reading/ Reading Comprehension	<b>CONVENTIONAL: Reading Comprehension</b> Read to Identify Pigeon's feelings
		<b>EMERGENT: Shared Reading</b> Continue with Follow the CAR or Putting the CROWD in the CAR
14	Vocabulary	<b>CONVENTIONAL:</b> Example/Non-Example Activity Descriptive Words Activity
		<b>EMERGENT:</b> Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
15	Predictable Chart Writing	<b>Mixed CONVENTIONAL and EMERGENT:</b> Work with Sentences: Read, Cut, Rebuild
16	Writing	<b>CONVENTIONAL:</b> Part 1: Mini-lesson <i>Spelling with Sounds</i> Part 2: Students write independently
		<b>EMERGENT:</b> Focus on selecting topic, communicating about it, and writing about it using letters and words.
17	Working with Letters and Words	<b>CONVENTIONAL:</b> Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		<b>EMERGENT:</b> Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
18	Self-Directed Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Part 1: Teacher read aloud using <i>The Most Magnificent Thing</i> by Ashley Spires <a href="https://www.youtube.com/watch?v=UM8oN4yzJqw">https://www.youtube.com/watch?v=UM8oN4yzJqw</a> Part 2: Students read things they select

**CYCLE # 4**

	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	<b>CONVENTIONAL: Reading Comprehension</b> Decide if you feel the same way the pigeon does about taking a bath
		<b>EMERGENT: Shared Reading</b> Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	<b>CONVENTIONAL:</b> Sentence Completion Activity
		<b>EMERGENT:</b> Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
21	Predictable Chart Writing	<b>Mixed CONVENTIONAL and EMERGENT:</b> Be the Sentence
22	Writing	<b>CONVENTIONAL:</b> Part 1: Mini-lesson <i>Selecting an Audience</i> Part 2: Students write independently
		<b>EMERGENT:</b> Focus on selecting topic, communicating about it, and writing about it using letters and words.
23	Working with Letters and Words	<b>CONVENTIONAL:</b> Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		<b>EMERGENT:</b> Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
24	Self-Directed Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Part 1: Teacher read aloud using <a href="https://www.youtube.com/watch?v=UM8oN4yzJqw">The Most Magnificent Thing</a> by Ashley Spires <a href="https://www.youtube.com/watch?v=UM8oN4yzJqw">https://www.youtube.com/watch?v=UM8oN4yzJqw</a> Part 2: Students read things they select

**CYCLE # 5**







	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	<b>CONVENTIONAL: Reading Comprehension</b> Use illustrations to find clues that the pigeon needs to take a bath.
		<b>EMERGENT: Shared Reading</b> Continue with Follow the CAR or Putting the CROWD in the CAR
26	Vocabulary	<b>CONVENTIONAL:</b> Vocabulary check-in
		<b>EMERGENT:</b> Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
27	Predictable Chart Writing	<b>Mixed CONVENTIONAL and EMERGENT:</b> Make and Read the Book
28	Writing	<b>CONVENTIONAL:</b> Part 1: Mini-lesson <i>Mentor Text: Pigeon Needs a Bath</i> Part 2: Students write independently
		<b>EMERGENT:</b> Focus on selecting topic, communicating about it, and writing about it using letters and words.
29	Working with Letters and Words	<b>CONVENTIONAL:</b> Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.
		<b>EMERGENT:</b> Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
30	Self-Directed Reading	<b>Mixed CONVENTIONAL and EMERGENT:</b> Part 1: Teacher read aloud using <a href="https://www.youtube.com/watch?v=32h61zbnnqY">Dirty Bertie</a> by David Roberts <a href="https://www.youtube.com/watch?v=32h61zbnnqY">https://www.youtube.com/watch?v=32h61zbnnqY</a> Part 2: Students read things they select

**LESSON #1 – MIXED GROUP: SHARED READING**  
***PIGEON NEEDS A BATH***

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.)

Page	Comments
Cover	NOT ME!
	HELP!
	NOT RIGHT
	YOU NOT RIGHT
	NOT ME
	FINISHED
	I THINK
	GOOD, BAD
	TALK
	I FEEL
	YOU NEED
	WHAT TIME?

	LITTLE TIME
	NOT NEED
	NOT WANT
	WHAT?
	NOT ME
	ALL GOOD
	BAD
	THEY GO UP
	GO
	DO IT!
	YOU MAKE ME
	STOP
	NOT LIKE
	NOT LIKE

	<p>NOT BAD</p>
	<p>GET IN</p>
	<p>LIKE, LIKE, LIKE!</p>
	<p>MORE, MORE, MORE!</p>
	<p>MORE TIME</p>
	<p>NOT WANT GO</p>



**LESSON #2--CONVENTIONAL: VOCABULARY LESSON**  
***PIGEON NEEDS A BATH***

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. noticed	I don't know if you've <b>noticed</b> , but the pigeon is filthy!	saw; paid attention to	YOU LOOK
2. opinion	That is a matter of <b>opinion</b> .	what a person thinks or feels; not a fact	WHAT YOU THINK; WHAT YOU FEEL
3. clean	<b>Clean</b> . Dirty.	not dirty; not yet used	LOOK GOOD; LOOK RIGHT; LOOK LIKE NEW
4. dirty	Clean. <b>Dirty</b> .	covered with stains, spots or mud	LOOK BAD; THAT GET ON YOU
5. recently	Oh. That was pretty <b>recently</b> .	just happened; not long ago	LITTLE TIME; NOT MORE TIME
6. normal	And if I do, it's a very <b>normal</b> smell.	usual; what you expect	IT FEEL RIGHT
7. impolite	Y'know, in some places it is <b>impolite</b> to bathe.	behave badly; rude	DO BAD; NOT GOOD
8. bathe	Y'know, in some places it is impolite to <b>bathe</b> .	take a bath	GET IT OFF; MAKE LOOK GOOD
9. waste	Why <b>waste</b> it on unimportant things?	use badly	NOT NEED, NOT RIGHT, NOT GOOD
10. forever	Can I stay in the tub <b>forever</b> ?	for all time, without stopping	NOT END; NOT STOP; ALL TIME

## 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 **Things I Do Not Like**.*

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

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

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

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

#### STEP 3: COMPLETE THE CHART

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

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

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

## LESSON #4--CONVENTIONAL: WRITING LESSON PLAN

### *PIGEON NEEDS A BATH*

#### *Can't Stop Writing*

#### MINI-LESSON

##### Announce the lesson focus:

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

##### Plan for demonstrating the skill while thinking aloud:

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

**SAY:** *Let me show you.*

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

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

- Write "I can't stop writing" two or three more times without stopping. Think aloud while you write.
- Immediately after writing, "I can't stop writing." Write a statement about something you are doing soon. For example, "I am going to the movies." Your writing might look like this: **I can't stop writing. I can't stop writing. I can't stop writing. I can't stop writing. I can't stop writing. I am going to the movies.**
- Throughout the writing, don't forget to think aloud and demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

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

##### Plan to work with the students to apply the skill:

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

- Ask the students to help you get started. Point to your first writing sample if needed.
- Think aloud and demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).
- Attribute meaning to all of the students' communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

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

#### Plan for setting up independent writing:

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

#### To the other adults in the room:

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

### SUPPORTING STUDENT TOPIC SELECTION

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

### STUDENT WRITING TOOLS

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

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

### PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 5 – WORKING WITH LETTERS AND WORDS**

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

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

**LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**

Part 1: Teacher read aloud [I Need to Clean](#)

<https://tarheelreader.org/2022/07/24/i-need-to-clean/>

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

Part 2: Students read things they select

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

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

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

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










**LESSON #7 – MIXED GROUP: SHARED READING**  
***PIGEON NEEDS A BATH***

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	HE LOOK	Pigeon says “I DO ____.” (NOT)	C R O W D
	PLEASE HELP	Tell ME WHAT HE THINKS about the pigeon.	C R O W D
	YOU THINK	WHAT does THE pigeon THINK about a bath?	C R O W D
	YOU NOT THINK THAT!		C R O W D
	NOT, NOT, NOT!	Pigeon says, “I don’t really ____ a bath!” (NEED)	C R O W D
	FINISHED!	Tell ME WHAT Pigeon said about taking a bath.	C R O W D
	HE THINK	Pigeon thought HE took a bath one month ago. HAVE YOU ever waited a month to take a bath?	C R O W D
	HE SAID	Show ME something Pigeon said.	C R O W D
			C R O W D
	FEEL GOOD	Pigeon says “I ____ clean.” (FEEL)	C R O W D
	YOU NEED IT!	Does anyone tell YOU THAT YOU NEED a bath?	C R O W D

	YOU, YOU, YOU!	Pigeon says "WHEN WAS THE last time ____ had a bath?!?" (YOU)	C R O W D
	NO NEED	Tell ME how Pigeon FEELS.	C R O W D
	LITTLE TIME	Pigeon THINKS taking baths is NOT important. WHAT DO YOU THINK IS NOT important?	C R O W D
			C R O W D
	NOT THERE	DO YOU THINK HE smells?	C R O W D
			C R O W D
	IT IS GOOD.	Tell ME how a Pigeon smells.	C R O W D
			C R O W D
			C R O W D
	GO, GO, GO!	DO YOU THINK THE flies LIKE THE smell?	C R O W D
	NOT GOOD!	THE flies DO NOT LIKE THE smell. Tell ME something YOU DO NOT LIKE TO smell.	C R O W D
			C R O W D
	I DO IT!	Tell ME WHAT IS happening HERE.	C R O W D
			C R O W D



	PLEASE, NO!	Pigeon says, "I'm NOT GO-ing TO ____ THIS." (LIKE)	C R O W D
	NOT RIGHT		C R O W D
		Tell ME WHAT HE WILL DO with toys.	C R O W D
	HEAR IT	WHAT IS HE DO-ing?	C R O W D
	HE LIKE IT	WHAT IS happening HERE?	C R O W D
			C R O W D
	PLEASE, NOT GET OUT	DO YOU THINK IT IS GOOD TO stay IN THE tub forever?	C R O W D

**LESSON #8—CONVENTIONAL: VOCABULARY LESSON**  
***PIGEON NEEDS A BATH***

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 always?”</p> <p>The author wrote, I don’t know if you’ve noticed, but the pigeon is filthy! What does noticed mean?</p> <p>What words can we use to talk about the word always? (LOOK, GET IT, YOU LOOK)</p>	<ul style="list-style-type: none"> <li>- <b>waste</b>: Why <b>waste</b> it on unimportant things? (NOT NEED; NO NEED; NOT NEED DO)</li> <li>- <b>forever</b>: Can I stay in the tub <b>forever</b>? (ALL TIME; NOT STOP; NO END)</li> <li>- <b>normal</b>: And if I do, it’s a very <b>normal</b> smell. (IT FEEL RIGHT; RIGHT; GOOD)</li> <li>- <b>opinion</b>: That is a matter of <b>opinion</b>. (WHAT YOU THINK; WHAT YOU FEEL)</li> <li>- <b>impolite</b>: Y’know, in some places it is <b>impolite</b> to bathe. (DO BAD; BAD; NOT GOOD)</li> <li>- <b>clean/dirty</b>: <b>Clean. Dirty</b> (Clean: LOOK GOOD; LOOK RIGHT; LOOK LIKE NEW. Dirty: THAT BAD, THAT GET ON YOU)</li> <li>- <b>recently</b>: Oh. That was pretty <b>recently</b>. (LITTLE TIME; NOT MORE TIME)</li> <li>- <b>bathe</b>: Y’know, in some places it is impolite to <b>bathe</b>. (GET IT OFF; MAKE LOOK GOOD)</li> </ul>	<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 #9-- MIXED GROUP: PREDICTABLE CHART WRITING**  
**REREAD AND WORK WITH THE CHART**

## PREPARATION

- ✓ Display the chart from Lesson #3

## STEP 1: REREAD THE CHART

**SAY:** *This is our predictable chart from yesterday. We wrote about **Things I Do Not Like**. (Point to the words in the title as you read them.). Let's read the rest of the chart together.*

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

## STEP 2: FOCUS ON PRINT CONCEPTS AND WORDS

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

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

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

- Tell students about words, helping them to recognize where one word ends and another begins.
- Work with students to count the number of words in some if not all of the sentences.

**SAY:** *What else do you notice about the chart? I see the word "not." Who would like to come circle the word "not"?*

- 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**  
***PIGEON NEEDS A BATH***

*Give Me Five: Things I Do NOT 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 do not like. First, I have to think. What are some things I do not like?*

- *Think aloud as you state some ideas of things you like. For example, traffic, getting up early, eating liver, thunderstorms.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Things I Do Not 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 do not 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 not like at school. First, tell me about some things you do not like at school.*

- Interact with students encouraging them to tell you what they do not like 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 not like 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 do not 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 *How Do You Get Clean?***

<https://tarheelreader.org/2022/07/24/do-you-need-a-bath-2/>

The link is to the book in Tar Heel Reader. You can also read the printed book if that helps your students engage more actively with you.

**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

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

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## LESSON #13 - CONVENTIONAL: READING COMPREHENSION

### *PIGEON NEEDS A BATH*

Read to Identify Pigeon’s feelings

#### Preparation

1. Prepare a chart of events and possible related feelings that your students might experience. It could look like this one:

	Happy	Sad	Scared	Excited	Mad
First day of school					
Going to a party					

2. List several feelings listed across the top row: happy, sad, excited, mad, scared. Down the first column, list two events such as first day of school, going to a party. Leave space to add more events while you work with the students.

#### ANCHOR ACTIVITY

##### Build Background:

*SAY: We have been talking about feelings. Sometimes one thing can make us feel lots of different ways. That is what happens when I meet someone new. I feel scared or nervous at first. Then I feel happy after I get to know the person.*

Draw student attention to the chart you prepared.

*SAY: Look at this chart. These are feelings. (Point to the feeling words across the top of the chart as you read them). Look at this first event. It says, the first day of school. Do you remember how you feel on the first day of school? Who remembers feeling happy on the first day of school? (Continue with each feeling – encourage students to choose more than one if needed).*

Ask students to indicate which feelings they associate with each event and tally the number of students who ‘vote’ for each feeling. Write the tally number in the associated box.

Read the next event and continue working with students to identify the feelings they have with each. Add one or two additional events if needed (e.g., vacation, missing recess) to help students understand that they have different feelings depending on what is happening. Also work to help them understand that they can have more than one feeling at the same time.

**Set the Purpose**

*SAY: Listen so that you can decide how the pigeon felt about taking a bath.*

**READ**

Stop no more than once to remind students that they are reading or listening to decide how Pigeon feels about taking a bath.

**APPLY**

Remind students that they were reading to decide how the pigeon feels about taking a bath.

Show students the chart you prepared for the Apply Activity.

*SAY: We talked about these feelings before we read the book: happy, sad, excited, mad, scared. (Point to each word as you read it aloud). Let's look at the first feeling, happy. Tell me if you think Pigeon felt happy about taking a bath.*

Tally and record the number of students who 'vote' for each feeling. Continue until you have finished the list of feelings. Discuss the pigeon's many feelings about taking a bath.

**FOLLOW-UP**

Return to the book. Guide students in comparing their responses with the text and pictures. Support corrections and additions as needed.











**LESSON #13 – EMERGENT: SHARED READING**  
***PIGEON NEEDS A BATH***

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	NO!	Tell ME how Pigeon FEELS about a bath?	C R <b>O</b> W D
	YOU LOOK	HE says, “So I could use YOUR ____” (HELP)	<b>C</b> R O W D
	NOT NEED	Tell ME how Pigeon FEELS.	C R <b>O</b> W D
	HE GO (WALKING AWAY)		C R O W D
	NOT NEED IT	Tell ME WHAT YOU THINK about Pigeon.	C R <b>O</b> W D
	HE GOOD		C R O W D
	THINK IT GOOD	WHAT did HE take last month? (bath)	C <b>R</b> O W D
	NOT BAD NOT GOOD	DO YOU LIKE TO GET dirty?	C R O W <b>D</b>
			C R O W D
	HE IS GOOD	Tell ME how Pigeon LOOKS?	C R <b>O</b> W D
	YOU DO IT	Pigeon says, “Maybe YOU ____ a bath.” (NEED)	<b>C</b> R O W D

	TALK TO ME.		C R O W D
	DO NOT NEED	Pigeon THINKS YOU had a bath recently. WHAT does recently mean?	C R O W D
	NOT WANT IT	Pigeon doesn't WANT TO take a bath. Tell ME WHAT HE WANTS TO DO.	C R O W D
			C R O W D
	THAT BAD	DO YOU THINK his nose works?	C R O W D
			C R O W D
	NOT ALL BAD	Tell ME something THAT IS impolite TO DO.	C R O W D
			C R O W D
			C R O W D
	LOOK, MORE!	Tell ME something YOU WERE DO-ing WHEN YOU saw a lot of flies.	C R O W D
	THEY NOT LIKE!	THE flies said, "Let's _____ of HERE!" (GET OUT)	C R O W D
			C R O W D
			C R O W D
	TIME TO DO IT	DO YOU LIKE TO take baths?	C R O W D

			C R O W D
	TIME TO GET IN	WHAT does whoa mean?	C R O <b>W</b> D
	PUT IN (TOYS)	Tell ME WHAT THE water FEELS LIKE?	C R <b>O</b> W D
	HE IN IT	DO YOU LIKE TO splash?	C R O W <b>D</b>
			C R O W D
	GOOD TIME	Pigeon says, I ____ bubbles. (LOVE)	<b>C</b> R O W D
			C R O W D
	NOT WANT TO GO	WHERE does HE WANT TO stay?	C R O <b>W</b> D

**LESSON # 14--CONVENTIONAL: VOCABULARY LESSON**  
***PIGEON NEEDS A BATH***

Example/Non-Example Activity

Description and Example	Target Words and Activity Items	Response format(s)
<p>“I am going to name some things. If I say something that is <b>impolite</b>, give me a thumbs up. If it is not, give me a thumbs down.”</p> <ul style="list-style-type: none"> <li>• break in front of someone in line</li> <li>• grab something you want without asking</li> <li>• saying thank you</li> </ul>	<p>Things that happened <b>recently</b></p> <ul style="list-style-type: none"> <li>- you ate dinner</li> <li>- you came to school</li> <li>- we read a book</li> </ul> <p>Things you can <b>waste</b></p> <ul style="list-style-type: none"> <li>- time</li> <li>- your name</li> <li>- money</li> </ul> <p>Things that are <b>normal</b></p> <ul style="list-style-type: none"> <li>- an elephant at school</li> <li>- school on Sundays</li> <li>- wearing shoes outside</li> </ul> <p>Things that are an <b>opinion</b></p> <ul style="list-style-type: none"> <li>- your age</li> <li>- pizza tastes good</li> <li>- school is boring</li> </ul> <p>Things you can <b>bathe</b></p> <ul style="list-style-type: none"> <li>- a dog</li> <li>- the moon</li> <li>- a baby</li> </ul> <p>Things that are <b>clean</b></p> <ul style="list-style-type: none"> <li>- clothes in the dryer</li> <li>- your teeth after you brush them</li> <li>- your hands after recess</li> </ul> <p>Things that take <b>forever</b></p> <ul style="list-style-type: none"> <li>- eating snack</li> <li>- waiting for your birthday</li> <li>- riding the bus to school</li> </ul>	<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>

**Descriptive Words**

Description and Example	Target Words and Activity Items	Response format(s)
<p>“Let’s try using our core words to tell about some of these words. Think about the word worry. What words can we use to tell about the word <b>clean</b>?</p> <p>How about: LOOK GOOD LOOK RIGHT LOOK LIKE NEW</p>	<p>What words can we use to tell about the word <b>noticed</b>? YOU LOOK</p> <p>What words can we use to tell about the word <b>opinion</b>? WHAT YOU THINK; WHAT YOU FEEL</p> <p>What words can we use to tell about the word <b>dirty</b>? LOOK BAD; THAT GET ON YOU</p> <p>What words can we use to tell about the word <b>recently</b>? LITTLE TIME; NOT MORE TIME</p> <p>What words can we use to tell about the word <b>normal</b>? IT FEEL RIGHT</p> <p>What words can we use to tell about the word <b>impolite</b>? DO BAD; NOT GOOD</p> <p>What words can we use to tell about the word <b>bathe</b>? GET IT OFF; MAKE LOOK GOOD</p> <p>What words can we use to tell about the word <b>waste</b>? NOT NEED, NOT RIGHT, NOT GOOD</p> <p>What words can we use to tell about the word <b>forever</b>? NOT END; NOT STOP; ALL TIME</p>	<p>Students use the existing vocabulary on their AAC system to talk other 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>

## LESSON #15-- MIXED GROUP: PREDICTABLE CHART WRITING WORKING WITH SENTENCES: READ, CUT, AND REBUILD

### PREPARATION

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

### STEP 1: REREAD THE CHART

**SAY:** *Our chart this week is about **Things I Do Not Like**. 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*****PIGEON NEEDS A BATH****Spelling with Sounds***MINI-LESSON****Announce the lesson focus:**

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

**Plan for demonstrating the skill while thinking aloud:**

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

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

- Think aloud about the picture: *What do I see?*

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

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

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

- Demonstrate spelling a few words by repeatedly saying the words and stretching the sounds. Take care to keep the sounds together. Avoid segmenting the word into individual sounds.

**Plan to work with the students to apply the skill:**

**PREPARE:** Select a second picture that is likely to be interesting to the students.

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

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

**SAY:** *Those are some good ideas. Let's write them now. Help me think about the sounds in the words we should write.*



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

#### Plan for setting up independent writing:

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

#### To the other adults in the room:

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

### SUPPORTING STUDENT TOPIC SELECTION

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

### STUDENT WRITING TOOLS

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

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

### PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 17 — WORKING WITH LETTERS AND WORDS**

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

**EMERGENT:** 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 using *The Most Magnificent Thing* by Ashley Spires  
<https://www.youtube.com/watch?v=UM8oN4yzJqw>

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: ANCHOR-READ-APPLY**  
*PIGEON NEEDS A BATH*

### Preparation

1. Prepare a chart for the Anchor Activity. Make three columns. At the top of the 2<sup>nd</sup> and 3<sup>rd</sup> column write: *before you do it* and *after you do it*. Down the first column, list a few things students do every day – choose some that have the same feeling before/after it is done. For example: go to school, eat dinner, go to bed.
2. Prepare a second chart for the Apply Activity. Make three columns. At the top of the 2<sup>nd</sup> and 3<sup>rd</sup> column write: *before taking a bath* and *after taking a bath*. Down the first column, list your name followed by the names of the students in the class and end with Pigeon.

### ANCHOR ACTIVITY

#### Build Background:

**SAY:** *“Sometimes, we feel different before we do something and after we do it. I’ll tell you an example. I am usually not happy before I exercise. I never want to do it. Then, after I am finished, I feel so happy. It makes me feel good.”* (If needed, use a different example).

Draw student attention to the chart you prepared.

**SAY:** *Look at this chart. On the top, it says: before you do it and after you do it. (Point to the words across the top of the chart as you read them). Here, I have written some things we do every day. (Read the first activity). How do you feel BEFORE you \_\_\_\_\_? How do you feel AFTER you \_\_\_\_\_? (Continue with each activity – encourage students to think about the ways their feelings change).*

### Set the Purpose

**SAY:** *Now, we are going to read Pigeon Needs a Bath again. This time, listen so that you can decide how the pigeon felt before and after he took a bath. We are going to compare how Pigeon feels to the way we feel about taking a bath.*

### READ

Stop no more than once to remind students that they are reading or listening to decide how Pigeon feels before and after he takes a bath.

**APPLY**

Remind students that they were reading to decide how the pigeon feels before and after taking a bath so they can compare it to their own feelings before and after taking a bath.

Show students the chart you prepared for the Apply Activity.

*SAY: "We talked about feeling the same and different before and after we do things. I am going to think about how I feel when I take a bath. Before I take a bath, I feel \_\_\_\_\_. After I take a bath, I feel \_\_\_\_\_." (Write your responses on the chart next to your name.)*

Continue to complete the chart asking students to indicate how they feel before and after taking a bath. When you get to the pigeon:

*SAY: "Let's think about how Pigeon felt before he took a bath. Who has an idea? How did he feel after he took a bath?" (Write responses on the chart.)*

*SAY: Now, let's see how the pigeon's feelings compare to our feelings. Before he takes a bath, does Pigeon feel the same or different from each of us? (Go through your own responses and each student's response, comparing it to the pigeon.)*

**FOLLOW-UP**









Return to the book. Guide students in checking how Pigeon felt before and after taking a bath. Support corrections and additions as needed.

**LESSON #19 – EMERGENT: SHARED READING**  
***PIGEON NEEDS A BATH***

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	NO!	Tell ME how Pigeon FEELS about a bath?	C R <b>O</b> W D
	YOU LOOK	HE says, "So I could use YOUR ____" (HELP)	<b>C</b> R O W D
	NOT NEED	Tell ME how Pigeon FEELS.	C R <b>O</b> W D
	HE GO (WALKING AWAY)		C R O W D
	NOT NEED IT	Tell ME WHAT YOU THINK about Pigeon.	C R <b>O</b> W D
	HE GOOD		C R O W D
	THINK IT GOOD	WHAT does Pigeon say HE did last month? (take a bath)	C <b>R</b> O W D
	NOT BAD NOT GOOD	DO YOU LIKE TO GET dirty?	C R O W <b>D</b>
			C R O W D
	HE IS GOOD	Tell ME how Pigeon LOOKS?	C R <b>O</b> W D
	YOU DO IT	Pigeon says, "Maybe YOU ____ a bath." (NEED)	<b>C</b> R O W D

	TALK TO ME		C R O W D
	DO NOT NEED	Pigeon THINKS YOU had a bath recently. WHAT does recently mean?	C R O W D
	NOT WANT IT	Pigeon doesn't WANT TO take a bath. Tell ME WHAT HE WANTS TO DO.	C R O W D
			C R O W D
	THAT BAD	DO YOU THINK his nose works?	C R O W D
			C R O W D
	NOT ALL BAD	Tell ME something THAT IS impolite TO DO.	C R O W D
			C R O W D
			C R O W D
	LOOK, MORE!	Tell ME something YOU WERE DO-ing WHEN YOU saw a lot of flies.	C R O W D
	THEY NOT LIKE!	THE flies said, "Let's _____ of HERE!" (GET OUT)	C R O W D
			C R O W D
			C R O W D
	TIME TO DO IT	DO YOU LIKE TO take baths?	C R O W D

			C R O W D
	TIME TO GET IN	WHAT does whoa mean?	C R O <b>W</b> D
	PUT IN (TOYS)	Tell ME WHAT THE water FEELS LIKE?	C R <b>O</b> W D
	HE IN IT	DO YOU LIKE TO splash?	C R O W <b>D</b>
			C R O W D
	GOOD TIME	Pigeon says, I ____ bubbles.	<b>C</b> R O W D
			C R O W D
	NOT WANT TO GO	WHERE does HE WANT TO stay?	C R O <b>W</b> D

**LESSON #20—CONVENTIONAL: VOCABULARY LESSON**  
***PIGEON NEEDS A BATH***

Sentence Completion

Description and Example	Target Words and Activity Items	Response format(s)
<p>“This sentence says, “He ___ the bath was too hot.”</p> <p>What word is missing?</p> <p>Clean opinion <b>noticed</b></p>	<p>In his _____, he did not need a bath.</p> <ul style="list-style-type: none"> <li>- <b>opinion</b></li> <li>- recently</li> <li>- normal</li> </ul> <p>After the bath, he was _____.</p> <ul style="list-style-type: none"> <li>- waste</li> <li>- forever</li> <li>- <b>clean</b></li> </ul> <p>He was so _____ that he smelled bad.</p> <ul style="list-style-type: none"> <li>- recently</li> <li>- <b>dirty</b></li> <li>- bathe</li> </ul> <p>Do not _____ water.</p> <ul style="list-style-type: none"> <li>- <b>waste</b></li> <li>- forever</li> <li>- dirty</li> </ul> <p>It is _____ to interrupt people.</p> <ul style="list-style-type: none"> <li>- <b>impolite</b></li> <li>- opinion</li> <li>- noticed</li> </ul> <p>It is _____ to sleep every night.</p> <ul style="list-style-type: none"> <li>- dirty</li> <li>- <b>normal</b></li> <li>- clean</li> </ul> <p>We read a book _____.</p> <ul style="list-style-type: none"> <li>- <b>recently</b></li> <li>- waste</li> <li>- bathe</li> </ul> <p>We can _____ our dog.</p> <ul style="list-style-type: none"> <li>- impolite</li> </ul>	<p>Use partner assisted scanning with the group. As you read each word, ask them to give you a thumbs up when you read the word that fits the sentence.</p> <p>Choose a response to replace thumbs up that is accessible to the students with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message voice output device, or another form of low or high tech AAC).</p>



	<ul style="list-style-type: none"><li>- bathe</li><li>- waste</li></ul> It took ____ to get there. <ul style="list-style-type: none"><li>- forever</li><li>- clean</li><li>- waste</li></ul>	
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## LESSON #21—MIXED GROUP: PREDICTABLE CHART WRITING BE THE SENTENCE

### PREPARATION

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

### STEP 1: REREAD THE CHART

**SAY:** *Our chart this week is about Things I Do Not Like. 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

*PIGEON NEEDS A BATH*

## Selecting an Audience

## MINI-LESSON

Announce the lesson focus:

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

Plan for demonstrating the skill while thinking aloud:

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

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

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

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

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

Plan to work with the students to apply the skill:

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

- Interact with students encouraging them to tell you names of people they could write for.
- As names are offered, ask students, "What would they want to read?" and "What would you write about?" Help them connect audience to topic.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

*SAY: Okay, those are some great ideas. Now, let's write. Let's write to \_\_\_\_\_. We can write about \_\_\_\_\_. (e.g., Let's write for Ms. Smith. We can write about her new car.)*

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

Plan for setting up independent writing:

**SAY:** *Today when you write, think about who you are writing for. Think about your topic. What would they want to read?*

To the other adults in the room:

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

## SUPPORTING STUDENT TOPIC SELECTION

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

## STUDENT WRITING TOOLS

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

Student Name:	Alternate Pencil or Special Writing Tools:
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 using [The Most Magnificent Thing](#) by Ashley Spires

<https://www.youtube.com/watch?v=UM8oN4yzJqw>

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  
*PIGEON NEEDS A BATH*

### Preparation

For the Anchor Activity, gather pictures of people or animals that have clues that tell us about what they do or need. For example (see page 47):

- a. Crying baby
- b. Wet dog
- c. Fire fighter

### ANCHOR ACTIVITY

#### Build Background:

**SAY:** *Pictures and illustrations give us information. Look at this picture I have of a baby. What do you notice about the baby?*

If needed, ask some questions to get students on the right track. For example:

1. What is the baby doing?
2. Is the baby happy?
3. How do you know it is a baby?

**SAY:** *Let's look at another picture. Tell me about this picture. What do you see?* (Encourage students to go beyond merely labeling the dog to describe what they see and what the dog needs.)

**SAY:** *Let's do one more. Tell me about this picture. What do you see?*

### Set the Purpose

**SAY:** *Now, we are going to read Pigeon Needs a Bath again. This time, listen and look at the illustrations. Decide which pictures show that the pigeon needs a bath.*

### READ

Stop no more than once to remind students that they are reading or listening and looking at the illustrations to decide which pictures show that the pigeon needs a bath.

**APPLY**

Remind students that they were reading/listening and looking at the illustrations to decide which illustrations show that the pigeon needs a bath.

Turn to the page where the pigeon exclaims that he took a bath last month.

*SAY: Let's look at some illustrations in the book. Here is the page where the pigeon says he took a bath last month. Look at the illustrations. What clues in the illustration SHOW that the pigeon needs a bath?*

If needed, point to and describe parts of the picture and ask yes/no, does this show that Pigeon needs a bath?

Write down the clues that students identify.

*SAY: Let's look at some other pictures. This is the page where Pigeon says he doesn't smell anything. Look at the illustrations. What clues in the illustration SHOW that the pigeon needs a bath?*

*SAY: Let's look at one more picture. Look at this picture. What is that flying around the pigeon? (flies). Look at the illustrations. What clues in the illustration SHOW that the pigeon needs a bath?*

**FOLLOW-UP**

Return to the book. Guide students in checking and adding to the ideas they had about each picture.





**LESSON #25 – EMERGENT: SHARED READING**  
***PIGEON NEEDS A BATH***

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	NEED THAT	DO YOU LIKE TO take baths?	C R O W <b>D</b>
	LOOK BAD	Tell ME WHAT HE THINKS about THE pigeon.	C R <b>O</b> W D
	HELP ME	WHAT did HE say about a bath?	C R O <b>W</b> D
	THINK NOT RIGHT		C R O W D
	NO!	DO YOU THINK Pigeon NEEDs a bath?	C R <b>O</b> W D
	THAT GOOD		C R O W D
	SOME TIME	Does Pigeon know HE had a bath?	C <b>R</b> O W D
			C R O W D
	LOOK BAD	DO YOU THINK Pigeon LOOKS CLEAN?	C R <b>O</b> W D
	ALL GOOD	How does HE FEEL?	C <b>R</b> O W D
	NOT MY TURN	DO YOU LIKE taking baths?	C R O W <b>D</b>

	HE FEEL BAD	HE FEELs BAD. DO YOU FEEL BAD?	C R O W <b>D</b>
	OH NO!	Tell ME how Pigeon got dirty?	C R <b>O</b> W D
	NEED MORE TIME	Pigeon says, "Why waste IT ON unimportant things ____ taking a bath!" (LIKE)	<b>C</b> R O W D
			C R O W D
	WHAT?	WHAT DO YOU smell?	C R O W <b>D</b>
	FIND IT NOT BAD	Tell ME how Pigeon FEELs about a bath.	C R <b>O</b> W D
			C R O W D
	THAT WORK	Tell ME SOME places WHERE IT IS impolite TO bathe? Places WHERE WE....	C R <b>O</b> W D
	NOT GOOD!	Show ME A place WHERE IT says bzzzz!	C R <b>O</b> W D
	NOT LIKE IT!	WHAT DO THE flies decide TO DO?	C <b>R</b> O W D
			C R O W D
	GET IN		C R O W D
	HE GO	Tell ME how Pigeon FEELs.	C R <b>O</b> W D
			C R O W D

	NO, NO, NO!	DO YOU THINK Pigeon WILL LIKE IT?	C R O W <b>D</b>
	TURN IT (FAUCET)	Tell ME about THE bath.	C R <b>O</b> W D
			C R O W D
	TIME TO GET IN	Tell ME how THE water FEELS.	C R <b>O</b> W D
			C R O W D
	LOVE IT	Tell ME WHAT Pigeon FEELS.	C R <b>O</b> W D
			C R O W D
	HE LOVE IT	Pigeon LOVES TO bathe. WHAT DO YOU LOVE TO DO?	C R <b>O</b> W D

**LESSON #26—CONVENTIONAL: VOCABULARY LESSON**  
***PIGEON NEEDS A BATH***

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 think is <b>dirty</b>.”</p>	<ol style="list-style-type: none"> <li>1. Tell me about something you <b>noticed</b> about the pigeon.</li> <li>2. Tell me <b>opinion</b> of taking a bath.</li> <li>3. Tell me about something you must <b>clean</b>.</li> <li>4. Tell me something you have done <b>recently</b>.</li> <li>5. Tell me something that is <b>normal</b> for you to do.</li> <li>6. Tell me something that is <b>impolite</b>.</li> <li>7. Tell me about something you can <b>bathe</b>.</li> <li>8. Tell me something we might <b>waste</b>.</li> <li>9. Tell me something that can take <b>forever</b>.</li> </ol>	<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 I Do Not Like**. 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

*PIGEON NEEDS A BATH**Mentor Text: Pigeon Needs a Bath*

## MINI-LESSON

## Announce the lesson focus:

**SAY:** *Today, I am going to show you how The Pigeon Needs a Bath can give you ideas for writing.*

## Plan for demonstrating the skill while thinking aloud:

**PREPARE:** Bookmark The Pigeon Needs a Bath so you can turn right to the page you want to share. The first part of this lesson is based on the following 2-page spread in the book.



**SAY (Remember, this step is discussion. No writing yet):** *Do you remember the pigeon really did not want to take a bath? Then, he finally decided he would, but he was NOT happy about it. I know he was NOT happy because of the way the author wrote, “OKAY, FINE!” (Read with expression to emphasize how unhappy Pigeon is.)*

**SAY:** *We all have times when we are frustrated and just do things.*

Think aloud about the times you’ve done something even though you were not happy about it. For example:

- Sometimes, I have a pile of dishes in the sink. I do not want to do the dishes, but I think, “OKAY, FINE! I will do the dishes, but I do not want to.”
- Sometimes, I am tired. I do not want to get up in the morning, and I think, “OKAY, FINE! I will get out of bed, but I do not want to.”
- Sometimes, I really want ice cream, but I only have an apple. I don’t really want to eat the apple, but I think, “OKAY, FINE! I will eat the apple, but I really want ice cream.”

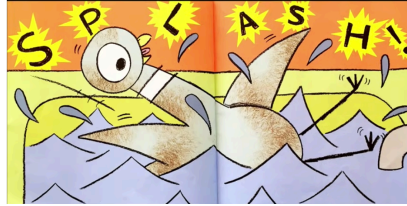
**SAY:** *Now, I am going to try it. I am going to remember what the author did and use it to write on my own. First, I will think of a time when I said, “OKAY, FINE!” even though I didn’t really want to.*

- Write some of the things you said during the prior step. Think aloud while writing at a level that matches your students’ writing (e.g., single words, phrases, or full sentences).

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

#### Plan to work with the students to apply the skill:

**PREPARE:** Select a different page or section of the same book or choose a different book. This part of this lesson is based on this 2-page spread.



**SAY (Remember, this step is discussion. No writing yet):** Here is another place where the author used **BOLD, UPPERCASE** Letters. Do you remember this part? The pigeon finally gets in the tub, and he makes a big **SPLASH!** The water goes everywhere. The author used the **BOLD, UPPERCASE** letters so we could imagine what a **BIG MESS** the pigeon made. Let's think about ways we might use **BOLD, UPPERCASE** letters in our writing.

- 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 the things you say when you are frustrated. **I AM GOING TO WRITE THEM USING ALL CAPITAL LETTERS just like Mo Willems did for the pigeon.**

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

#### Plan for setting up independent writing:

**SAY:** Today when you write, you could try this. You could use *The Pigeon Needs a Bath* or another book to give you ideas.

#### To the other adults in the room:

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



*Please write notes for me about what they do when writing. It will help me focus my next lesson.*

### SUPPORTING STUDENT TOPIC SELECTION

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

### 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 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 using [Dirty Bertie](#) by David Roberts

<https://www.youtube.com/watch?v=32h61zbnnqY>

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?

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>

