



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE

RUBY FINDS A WORRY BY TOM PERCIVAL

CYCLE # 1

	ROUTINE	LESSON
1	Shared Reading	Mixed CONVENTIONAL and EMERGENT: <i>Follow the CAR</i>
2	Vocabulary	CONVENTIONAL: Introduce and talk about new words. Share student-friendly definitions. Make connections to available core vocabulary on AAC systems
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
3	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Write the Chart Chart Title: <i>Things I Worry About</i> Sentence Stem: Sometimes, I worry about _____.
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: Spelling with Sounds Part 2: Students write independently
		EMERGENT: Focus on selecting topic, communicating about it, and writing about it using letters and words.
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>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
6	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>Max is Missing</i> - https://tarheelreader.org/2022/07/01/max-is-missing/ 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: Returning to the story context
		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: Choosing a Topic from a Photo 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>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 When Sophie Gets Angry-Really, Really Angry by Molly Bang- https://www.youtube.com/watch?v=7fbm3V2-PJs Part 2: Students read things they select

CYCLE # 3

	ROUTINE	LESSON
13	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Read to Remember Ruby's Problem
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
14	Vocabulary	CONVENTIONAL: Example Non-Example and Descriptive Words
		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: Revising by Adding More 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>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
18	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>Feel the Feelings</i> - https://tarheelreader.org/2022/06/16/feel-the-feelings/ Part 2: Students read things they select

CYCLE # 4





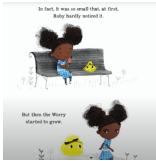

	ROUTINE	LESSON
19	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Read to Remember what Ruby Does in Different Settings
		EMERGENT: Shared Reading Continue with Follow the CAR or Putting the CROWD in the CAR
20	Vocabulary	CONVENTIONAL: Sentence Completion
		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: Writing for an Audience 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>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
24	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using The Good Egg by Jory John and Pete Oswald- https://www.youtube.com/watch?v=T9scltWYACU Part 2: Students read things they select







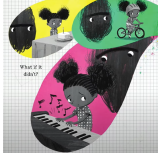
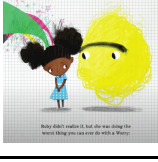

CYCLE # 5




	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Anchor-Read-Apply: Sequence Events in <i>Ruby Finds a Worry</i>
		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: Give Me Five: Things I Worry About 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>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.
30	Self-Directed Reading	Mixed CONVENTIONAL and EMERGENT: Part 1: Teacher read aloud using <i>The Bad Seed</i> by Jory John- https://www.youtube.com/watch?v=siO_8EzXv8g Part 2: Students read things they select


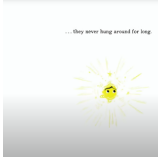
LESSON #1 – MIXED GROUP: SHARED READING
RUBY FINDS A WORRY

Read the book while *Following the CAR*.

	CAR Comments
Cover	FEEL
	HAPPY
	GO
	LOVE TO LOOK
<p>Sometimes she sees what all the bugs in the yard... Ruby was perfectly happy...</p>	FEEL HAPPY
	FIND IT
	SIT ON
	OH NO!

 <p>It just wouldn't leave her alone.</p>	<p>NOT GO</p>
 <p>It was there at breakfast, staring at her over the cereal bowl.</p>	<p>SHE LOOK MAD</p>
 <p>The funny thing was that no one else could see Ruby's worry over her teacher.</p>	<p>NOT SEE</p>
 <p>So Ruby panicked that she couldn't see it either.</p>	<p>FEEL SAD</p>
 <p>She tried to cover her face if everything was normal... but it just wasn't!</p>	<p>NOT SAME</p>
 <p>The Worry was huge, towering her from behind the things that she loved.</p>	<p>THEY ARE ON</p>
 <p>Waddling got away. What if a giant?</p>	<p>GO GO</p>
 <p>Ruby didn't realize it, but she was being the worst thing she could see the whole of Ruby!</p>	<p>DO BAD</p>
 <p>How big could she get? KNOWING!</p>	<p>SO BIG</p>

 <p>It could hardly fit in the kitchen at dinner time.</p> <p>It filled up half the school bus.</p>	<p>THINK MORE</p>
 <p>and it took up whole lots of the kitchen floor.</p>	<p>WATCH</p>
 <p>The Worry became the only thing that Ruby could think about and it worried her the most every time she opened her eyes.</p>	<p>NOT HAPPY</p>
 <p>Thinking that something was wrong happened.</p>	<p>SHE LOOK</p>
 <p>Ruby noticed that every time she opened her eyes she could see the Worry.</p> <p>And then she noticed something else something that she never noticed before.</p> <p>It was a Worry.</p>	<p>HE SAD</p>
 <p>Ruby realized that she wasn't the only person with a Worry after all.</p>	<p>MORE</p>
 <p>She asked the boy what was on his mind and so he told her the strangest thing happened.</p> <p>His Worry began to dance!</p>	<p>GO DOWN</p>
 <p>Then Ruby did the best thing you can ever do if you have a Worry she talked about it.</p>	<p>SHE TALK</p>
 <p>So Ruby couldn't get Ruby's Worry to go away until she was happy about it.</p> <p>Ruby looks at her Worry and says "Hi!"</p>	<p>THEY GO</p>

 <p>... Ruby finds a worry!</p>	<p>HAPPY</p>
 <p>... Ruby finds a worry!</p>	<p>IT COME HERE</p>
 <p>... they were being worried for long</p>	<p>IT GO</p>

LESSON #2 - CONVENTIONAL: VOCABULARY LESSON
RUBY FINDS A WORRY

1. Introduce and talk about new words. Show the students the words in print – on individual words cards or written on the white board.
2. After you say and show each word, share the student-friendly definition provided below.
3. If you have students who use AAC, finish each word by demonstrating the use of related core words on their AAC devices. The goal is to demonstrate how to use the related words to talk about the new words.

New Word	Example in the Text	Student-friendly Definition	Related Core Vocabulary
1. always	The worry always was there stopping her.	At all times	ALL TIME
2. discover	She discovered a worry.	Find or see something	FIND IT, LOOK
3. enormous	Now the worry was enormous .	Very big	BIG, BIGGEST, MORE BIG
4. explore	She loved to explore wild, faraway places.	Look at or touch something closely.	LOOK, GO LOOK, GO NEW
5. grow	Then the worry started to grow .	Get bigger	GET BIG
6. pretend	Ruby pretended that she couldn't see it either.	Imagine or make believe	MAKE IT UP
7. shrink	His worry began to shrink .	Get smaller	GET NOT BIG
8. stay	What if it stayed with her forever?	Spend time in the same place	STOP THERE; NOT GO
9. hover	And then she noticed something else, something hovering next to him.	be very near	RIGHT THERE
10. worry	Now, it wasn't a very big worry .	Feeling bad about something	FEEL BAD

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 Worry About**.*

- 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 sometimes I worry about.... I will go first. Sometimes I worry about ... Now I have to make a choice. How will I finish my sentence? What are some things I worry about? I know. I worry about _____.*

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

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

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

STEP 3: COMPLETE THE CHART

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

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

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

LESSON #4 CONVENTIONAL: WRITING LESSON

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 when I am writing.

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. Repeatedly say, “What do I see?” as you name things in the picture or describe what is happening.

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 if they can. Encourage them to say the words in their heads if they cannot say them aloud. Help them learn to stretch the sounds, but take care to keep the sounds together. Avoid segmenting the word into individual sounds.
- Encourage students to use their keyboards or alternate pencils to tell you the letters that represent the 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. Try stretching out the words and thinking about the sounds you need to write.

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. Also, it is important to remember stretch the sounds but do not say the sounds individually.*

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

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Max is Missing***

<https://tarheelreader.org/2022/07/01/max-is-missing/>

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?





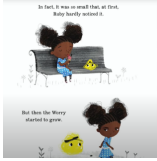
Taking time to reflect can help you identify routines to learn more about.


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







LESSON #7 – MIXED GROUP: SHARED READING
RUBY FINDS A WORRY

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	
Cover	SHE LOOK		C R O W D
	TURN	YOU HAVE A name. Tell ME YOUR name.	C R O W D
	UP	SHE LOVED to _____ (swing)	C R O W D
	IN	WHAT IS SHE DO-ing?	C R O W D
	DIFFERENT	How does Ruby FEEL?	C R O W D
	LITTLE	Show ME THE worry.	C R O W D
	GET BIG	THE worry started TO ____ (grow)	C R O W D

	<p>GET BIGGER</p>	<p>SHE IS READ-ing A book. TELL ME WHAT YOU LIKE TO READ.</p>	<p>C R O W D</p>
	<p>ALL THE TIME</p>	<p>Ruby AND THE worry ARE IN THE ____ (box)</p>	<p>C R O W D</p>
	<p>EAT</p>	<p>How does Ruby FEEL?</p>	<p>C R O W D</p>
	<p>NO COLOR</p>	<p>WHERE IS Ruby?</p>	<p>C R O W D</p>
	<p>SHE NOT SEE</p>	<p>Ruby IS sitting at THE ____ (table)</p>	<p>C R O W D</p>
	<p>IT IS MORE BIG</p>	<p>Ruby LOOKs sad. Tell about A TIME WHEN YOU felt sad.</p>	<p>C R O W D</p>
	<p>NOT GOOD</p>	<p>WHAT WAS THE worry DO-ing?</p>	<p>C R O W D</p>
	<p>SHE WANT TO RIDE</p>	<p>Ruby wondered if THE worry would ever GO ____ (away)</p>	<p>C R O W D</p>
	<p>SO BIG</p>	<p>YOU HAVE A name. Tell ME YOUR name.</p>	<p>C R O W D</p>

	DO NOT LIKE	THE worry WAS now so ____ (BIG)	C R O W D
	IN	Ruby RIDES THE bus to school. How DO YOU GET TO school?	C R O W D
	TOO BIG	WHERE WERE Ruby and THE worry?	C R O W D
	THINK MORE	SHE IS eating popcorn at THE movies. DO YOU eat snacks, WHAT kind?	C R O W D
	NEW		C R O W D
	IT SAME	THE boy felt ____ (sad)	C R O W D
	THEY HAVE		C R O W D
	SHE HELP	WHAT happened TO THE boy's worry?	C R O W D
	DO GOOD	Tell ME about THE pictures now.	C R O W D

LESSON #8 – CONVENTIONAL: VOCABULARY LESSON
RUBY FINDS A WORRY

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, “The worry always was there stopping her.”</p> <p>What does always mean?</p> <p>What words can we use to talk about the word always? (NOT GO; ALL TIME)</p>	<p>-discover: She discovered a worry. What words can we use to talk about the word discovered? (FIND IT, LOOK)</p> <p>-enormous: Now the worry was enormous. What words can we use to talk about the word enormous? (BIG, BIGGEST, MORE BIG)</p> <p>-explore: She loved to explore wild, faraway places. What words can we use to talk about the word explore? (LOOK, GO LOOK, GO LOOK NEW)</p> <p>-grow: Then the worry started to grow. What words can we use to talk about the word grow? (GET BIG)</p> <p>-hover: And then she noticed something else, something hovering next to him. What words can we use to talk about the word hovering? (RIGHT THERE)</p> <p>-pretend: Ruby pretended that she couldn’t see it either. What words can we use to talk about the word pretended? (MAKE IT UP)</p> <p>-shrink: His worry began to shrink. What words can we use to talk about the word shrink? (GET LITTLE)</p> <p>-stay: What if it stayed with her forever? What words can we use to talk about the word stayed? (NOT GO; STOP 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 #9 – MIXED GROUP: PREDICTABLE CHART WRITING

REREAD AND WORK WITH THE CHART

PREPARATION

- ✓ Display the chart from Lesson #3

STEP 1: REREAD THE CHART

SAY: *This is our predictable chart from yesterday. We wrote about **Things We Worry About**. (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 "I." Who would like to come circle the word "I"?*

- 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

CHOOSING A TOPIC FROM A PHOTO

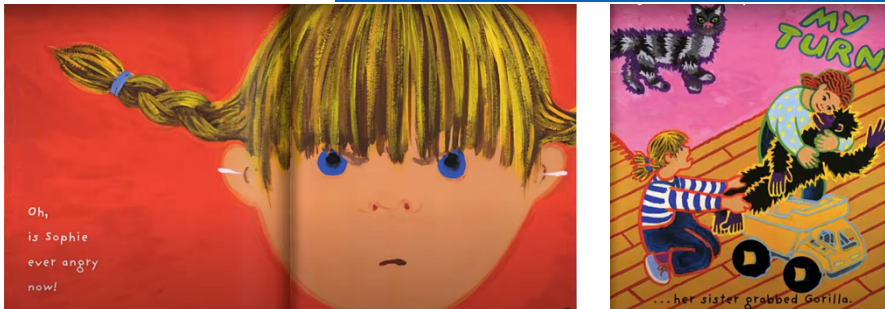
MINI-LESSON

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 [When Sophie Gets Angry—Really, Really Angry by Molly Bang](#).



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 [When Sophie Gets Angry—Really, Really Angry by Molly Bang](#).



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

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 11 – WORKING WITH LETTERS AND WORDS

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

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

LESSON #12 – SELF-DIRECTED READING

Part 1: Teacher read aloud [When Sophie Gets Angry-Really, Really Angry](https://www.youtube.com/watch?v=7fbm3V2-PJs) by Molly Bang
<https://www.youtube.com/watch?v=7fbm3V2-PJs>

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 *Ruby Finds a Worry*

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
RUBY FINDS A WORRY

Read to remember Ruby's problem.

ANCHOR

Preparation/Materials Needed

Write a list of problems that students in the group have experienced. For example:

- Can't find something you need
- Can't open something
- Don't want to do something they have to do

Activate Background Knowledge

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

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

SAY: *Do you have any other problems we could add to the list?*

Write any additional problems students provide.

SAY: *Today we're going to read Ruby Finds a Worry (show the cover of the book to the group.) In this book, Ruby has problems like you do. I wrote this list of problems she might have.*

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

- Ruby felt sad.
- Ruby had a bully.
- Ruby's teacher didn't see her worry.
- Ruby felt like she would never be happy again.
- Ruby's parents were mad at her.
- Ruby didn't like to do the things she used to.

Set the Purpose

SAY: *Let's read/listen to remember Ruby's problem.*

READ

Stop no more than once to remind students that they are reading or listening to remember Ruby's problem.

APPLY

Show students the list you prepared of 4 possible problems that Ruby had.

- Ruby felt sad.
- Ruby had a bully.
- Ruby’s teacher didn’t see her worry.
- Ruby felt like she would never be happy again.
- Ruby’s parents were mad at her.
- Ruby didn’t like to do the things she used to.

SAY: *You were reading/listening to remember which of these problems was the Ruby had in the story. I will read each one. You tell me if that is a problem Ruby had.*

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

Pause with each to give the students a chance to indicate if that is a problem Ruby had.

FOLLOW-UP



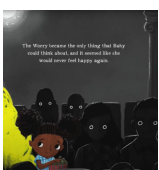



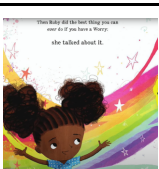
Follow-up by going back to the book to look at the problems Ruby faced.

LESSON #13 – EMERGENT: SHARED READING
RUBY FINDS A WORRY

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	
Cover	WE READ		C R O W D
	LOVE	How does SHE FEEL?	C R O W D
	SHE LIKE	Tell ME WHAT SHE LOVES.	C R O W D
	PUT IN	SHE WORKS, YOU WORK.	C R O W D
	ALL	WHERE IS SHE?	C R O W D
	SEE IT	Ruby has A new FEEL-ing, WHAT IS IT?	C R O W D
	LITTLE	At first THE worry WAS very _____ (small; LITTLE)	C R O W D

 <p>Each day I get a little bit bigger.</p>	SIT IN	WHERE IS THE worry?	C R O W D
 <p>It just wouldn't leave her alone.</p>	PLAY IN	THE worry would NOT leave Ruby _____ (alone)	C R O W D
 <p>It was there at breakfast, starting at her over the breakfast.</p>	IT IS BIG	WHEN WAS THE worry with Ruby?	C R O W D
 <p>The funny thing was that no one else could see Ruby's worry and she had to hide it.</p>	THEY NOT LOOK	THEY ARE drawing. Tell ME WHAT YOU LIKE TO DO at school.	C R O W D
 <p>So Ruby pretended that she couldn't see it either.</p>	IT FOLLOW	Ruby pretended NOT TO _____ (see it).	C R O W D
 <p>She tried to keep away if everything was normal... but it just wasn't.</p>	NOT STOP		C R O W D
 <p>The Worry was always been following her from being the things that she loved.</p>	NEED HELP	Did THE worry GO away?	C R O W D
 <p>Wouldn't you go away? What if I... draw?</p>	WANT GO		C R O W D
 <p>Ruby didn't notice it, but she was using the worst thing you can use to help a Worry.</p>	SHE THINK		C R O W D

	OH NO	WHAT does the word enormous mean?	C R O W D
	GET BIG	Tell ME about THE worry.	C R O W D
	SIT ON ALL	THEY ARE watching a movie. Tell ME about movies YOU LIKE TO watch.	C R O W D
	NOT FEEL GOOD	WHERE did THE worry GO?	C R O W D
	SHE GO		C R O W D
	HE SIT	Tell ME WHAT WAS near THE boy?	C R O W D
	ALL SAME		C R O W D
	GET LITTLE	WHEN THE boy talked to Ruby, HE felt ____ (better)	C R O W D
	SHE IS HELPING	How does Ruby FEEL after SHE talks about THE worry?	C R O W D

	<p>HE LOOK</p>	<p>WHAT did Ruby DO TO HELP her FEEL better?</p>	<p>C R O W D</p>
	<p>THEY PLAY</p>	<p>THEY ARE happy. Tell us WHEN YOU FEEL happy.</p>	<p>C R O W D</p>
	<p>YOU GET</p>	<p>Ruby now knows how TO MAKE THE worry ____ (GO away).</p>	<p>C R O W D</p>
	<p>LITTLE</p>	<p>At THE end of THE book, how does Ruby FEEL?</p>	<p>C R O W D</p>

LESSON # 14 – CONVENTIONAL: VOCABULARY LESSON
RUBY FINDS A WORRY

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 can grow, give me a thumbs up. If it is not something that can grow, give me a thumbs down.”</p> <ul style="list-style-type: none"> - A car - A dog - A plant 	<p>Things that are enormous</p> <ul style="list-style-type: none"> - An ant - An elephant - A baby <p>Things that we can pretend</p> <ul style="list-style-type: none"> - That we are kings and queens - That we have a million dollars - That we are people. <p>Things that can hover</p> <ul style="list-style-type: none"> - A person - A tree - A dog <p>Things that people worry about</p> <ul style="list-style-type: none"> - Making friends - Being late - A blue sun <p>Things that can shrink</p> <ul style="list-style-type: none"> - Clothes in the dryer - A baby - A sponge that dries 	<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 worry?</p> <p>How about</p>	<p>What words can use to tell about the word discover?</p> <p style="text-align: center;"><i>FIND IT, LOOK</i></p> <p>What words can use to tell about the word enormous?</p> <p style="text-align: center;"><i>BIG, BIGGEST, MORE BIG</i></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</p>

<p>FEEL Or FEEL BAD</p> <p>It does NOT FEEL GOOD to worry.</p>	<p>What words can we use to tell about the word grow? <i>GET BIG, GET MORE BIG</i></p> <p>What words can we use to tell about the word explore? <i>GO LOOK NEW</i></p> <p>What words can we use to tell about the word pretend? <i>MAKE UP, MAKE IT UP</i></p> <p>What words can we use to tell about the word shrink? <i>GET NOT BIG</i></p> <p>What words can we use to tell about the word hover? <i>NO GO, RIGHT THERE</i></p>	<p>contributions made by the student using their AAC system, to then be added to the class bulletin board.</p>
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LESSON #15 – MIXED GROUP: PREDICTABLE CHART WRITING

WORKING WITH SENTENCES: READ, CUT, AND REBUILD

PREPARATION

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

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about things we worry about. 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

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 #17 – WORKING WITH LETTERS AND WORDS

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

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

LESSON #18 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Feel the Feelings***

<https://tarheelreader.org/2022/06/16/feel-the-feelings/>

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

Part 2: Students Read Things They Select

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

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

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

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



LESSON #19 – CONVENTIONAL: READING COMPREHENSION
RUBY FINDS A WORRY

Read to remember what happens in story settings.

ANCHOR

Preparation/Materials Needed

1. Make a list of the things your students do at school and a list of the places where they do those things. For example, places might include the cafeteria, gymnasium, and media center. Actions might include eating lunch, checking out a book, and riding on scooters.
2. Make a list of the settings in the story.

Activate Background Knowledge

SAY: We go to many places at school. These places are called settings. I made a list of some places.

- Read the settings on your list while pointing to them.

SAY: We do different things in each of these places or settings. I wrote down some things.

- Read the list of things you do in each setting.

SAY: Help me match the things we do with the right setting.

- Work with students to match things from the two lists.

SAY: Today we're going to read this book, Ruby Finds a Worry. Here is a list of settings in this story.

- Read the list of settings.
 - Bathroom
 - School
 - Park
 - Garden

Set the Purpose

SAY: Let's read/listen to remember what Ruby does in each of the settings in this story.

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to remember what Ruby does in each setting in the story.

APPLY

APPLY

Preparation/Materials Needed

Make a list of things that happen – intentionally make the list in an order that does not match the order of the settings on the other list.

- Some activities
 - Explore
 - Draw
 - Swing
 - Brush teeth

Apply Activity

SAY: You were working to remember what happened in each of the settings in this story. Here are the settings.

- Read the list of settings.

SAY: Here is a list of the things that happened in these settings. Help me match the things that happened with the right settings.

- Work with students to match things from the two lists.

Follow-up and Feedback

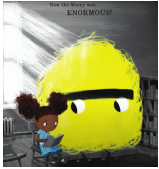


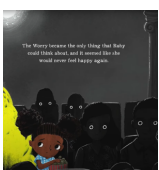




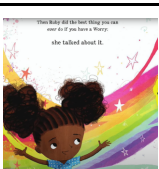
Return to the text to check each of the responses the students provide and to make sure there aren't any they missed.

LESSON #19 – EMERGENT: SHARED READING
RUBY FINDS A WORRY

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	
Cover	WE READ		C R O W D
	LOVE	How does SHE FEEL?	C R O W D
	SHE LIKE	Tell ME WHAT SHE LOVES.	C R O W D
	PUT IN	SHE WORKS, YOU WORK.	C R O W D
	ALL	WHERE IS SHE?	C R O W D
	SEE IT	Ruby has A new FEEL-ing, WHAT IS IT?	C R O W D
	LITTLE	At first THE worry WAS very _____ (small; LITTLE)	C R O W D

 <p>Each day I get a little bit bigger.</p>	SIT IN	WHERE IS THE worry?	C R O W D
 <p>It just wouldn't leave her alone.</p>	PLAY IN	THE worry would NOT leave Ruby _____ (alone)	C R O W D
 <p>It was there at breakfast, starting at her over the breakfast.</p>	IT IS BIG	WHEN WAS THE worry with Ruby?	C R O W D
 <p>The funny thing was that no one else could see Ruby's worry and only her teacher.</p>	THEY NOT LOOK	THEY ARE drawing. Tell ME WHAT YOU LIKE TO DO at school.	C R O W D
 <p>So Ruby pretended that she couldn't see it either.</p>	IT FOLLOW	Ruby pretended NOT TO _____ (see it).	C R O W D
 <p>She tried to keep away if everything was normal... but it just wasn't.</p>	NOT STOP		C R O W D
 <p>The Worry was always been following her from being the things that she loved.</p>	NEED HELP	Did THE worry GO away?	C R O W D
 <p>Wouldn't you go away? What if I... draw?</p>	WANT GO		C R O W D
 <p>Ruby didn't realize it, but she was using the worst thing you can use to help a Worry.</p>	SHE THINK		C R O W D

	OH NO	WHAT does the word enormous mean?	C R O W D
	GET BIG	Tell ME about THE worry.	C R O W D
	SIT ON ALL	THEY ARE watching a movie. Tell ME about movies YOU LIKE TO watch.	C R O W D
	NOT FEEL GOOD	WHERE did THE worry GO?	C R O W D
	SHE GO		C R O W D
	HE SIT	Tell ME WHAT WAS near THE boy?	C R O W D
	ALL SAME		C R O W D
	GET LITTLE	WHEN THE boy talked to Ruby, HE felt ____ (better)	C R O W D
	SHE IS HELPING	How does Ruby FEEL after SHE talks about THE worry?	C R O W D

	<p>HE LOOK</p>	<p>WHAT did Ruby DO TO HELP her FEEL better?</p>	<p>C R O W D</p>
	<p>THEY PLAY</p>	<p>THEY ARE happy. Tell us WHEN YOU FEEL happy.</p>	<p>C R O W D</p>
	<p>YOU GET</p>	<p>Ruby now knows how TO MAKE THE worry ____ (GO away).</p>	<p>C R O W D</p>
	<p>LITTLE</p>	<p>At THE end of THE book, how does Ruby FEEL?</p>	<p>C R O W D</p>

LESSON #20 – CONVENTIONAL: VOCABULARY LESSON
RUBY FINDS A WORRY

Sentence Completion

Description and Example	Target Words and Activity Items	Response format(s)
<p>I am going to read some sentences. Each one has a missing word. You tell me what word is missing.</p> <p>This sentence says, “Now the worry was _____.”</p> <p>What word is missing? growing enormous pretending</p>	<p>He was _____ laughing.</p> <ul style="list-style-type: none"> - always - explore - pretend <p>He _____ a treasure.</p> <ul style="list-style-type: none"> - stayed - hovered - discovered <p>We can _____ new places.</p> <ul style="list-style-type: none"> - shrink - explore - worry <p>The plants will _____ in the garden.</p> <ul style="list-style-type: none"> - grow - shrink - always <p>My sponge will _____ when it dries.</p> <ul style="list-style-type: none"> - hover - shrink - worry <p>We can _____ late at school.</p> <ul style="list-style-type: none"> - stay - pretend - enormous <p>The boy liked to _____ by his teacher.</p> <ul style="list-style-type: none"> - hover - shrink - worry 	<p>Use partner assisted scanning with the group. As you read each word, ask them to give you a thumbs up when you read the word that fits the sentence.</p> <p>Choose a response to replace thumbs up that is accessible to the students with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message voice output device, or another form of low or high tech AAC).</p>

LESSON #21 – MIXED GROUP: PREDICTABLE CHART WRITING BE THE SENTENCE

PREPARATION

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

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about things we worry about. 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

Writing for 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 Ruby. I am going to write about her worry. I want to tell her she can talk to me if she has a worry.

- 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: Next lesson in lesson in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

LESSON #24 – MIXED GROUP: SELF-DIRECTED READING

Part 1: Teacher read aloud [The Good Egg](#) by Jory John and Pete Oswald

<https://www.youtube.com/watch?v=T9scLtWYACU>

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 #25 CONVENTIONAL: READING COMPREHENSION
RUBY FINDS A WORRY

Read to sequence events.

ANCHOR

Preparation/Materials Needed

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

Activate Background Knowledge

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

- Review the schedule together.

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

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

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

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

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

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

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

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

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

- Read the three events from the story while pointing to the sentence strips or pieces of paper. DO NOT READ THEM IN ORDER.
 - Ruby noticed her worry.
 - Ruby’s worry grew to be very large.
 - Ruby learned that everyone has worries.

Set the Purpose

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

READ/LISTEN

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

APPLY

Preparation/Materials Needed

Three events from the story used during the anchor activity.

- Ruby noticed her worry.
- Ruby’s worry grew to be very large.
- Ruby learned that everyone has worries.

Apply Activity

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







- Read the list of events from the story. DO NOT READ THEM IN ORDER.
 - Ruby noticed her worry.
 - Ruby’s worry grew to be very large.
 - Ruby learned that everyone has worries.
- Pause after each to give students a chance to indicate if they think the event happened at the beginning.
- Repeat the process to identify the event from the middle and end of the story.

Follow-up and Feedback

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




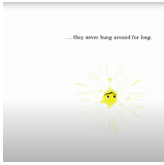
LESSON #25 – EMERGENT: SHARED READING
RUBY FINDS A WORRY

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	
Cover	FIND		C R O W D
	LITTLE	Ruby LOVEs being herself. Tell ME WHAT YOU LIKE about yourself	C R O W D D
	GO UP	WHAT does SHE DO?	C R O W D
	SHE LIKE THAT	Tell ME how SHE FEELS.	C R O W D
	FEEL GOOD	Some of YOU have a garden. Tell ME about IT.	C R O W D
	LOOK	IT WAS NOT very _____. (BIG)	C R O W D
	NOT HAPPY	Tell ME about THE worry.	C R O W D

 <p>Each day I get a little bit bigger.</p>	THEY LOOK	THE worry got bigger every ____ (day)	C R O W D
 <p>It just wouldn't leave her alone.</p>	NOT STOP	WHERE IS THE worry?	C R O W D
 <p>It was there at breakfast, starting at her over the breakfast.</p>	WANT GO	Ruby eats cereal IN THE morning. Tell ME WHAT YOU LIKE TO eat.	C R O W D
 <p>The funny thing was that no one else could see Ruby's worry over her shoulder.</p>	NOT GOOD	Could other people see THE worry?	C R O W D
 <p>So Ruby pretended that she couldn't see it either.</p>	STOP LOOK	Ruby LOOKs ____ (sad)	C R O W D
 <p>She tried to pretend none of everything was wrong... but it just wasn't.</p>	NOT HELP		C R O W D
 <p>The Worry was always been missing her from being the things that she loved.</p>	LOVED	HOW DO YOU FEEL WHEN YOU HAVE TO STOP DO-ing something fun?	C R O W D
 <p>Wouldn't you guess?</p> <p>What if I... worry?</p>	FEELS BAD		C R O W D
 <p>Ruby didn't realize it, but she was using the worst thing you can see the Worry.</p>	MAKE IT STOP		C R O W D

	<p>HELP</p>	<p>Tell ME WHAT happened TO THE worry?</p>	<p>C R O W D</p>
	<p>IT GOES TOO</p>	<p>WHERE did THE worry go?</p>	<p>C R O W D</p>
	<p>GO AWAY</p>	<p>THE worry IS getting very ____ (BIG)</p>	<p>C R O W D</p>
	<p>BAD</p>	<p>How IS THE worry making Ruby FEEL?</p>	<p>C R O W D</p>
	<p>SHE WALK</p>		<p>C R O W D</p>
	<p>HE SAD</p>	<p>WHAT did Ruby notice at THE park?</p>	<p>C R O W D</p>
	<p>LOOK</p>		<p>C R O W D</p>
	<p>THEY SIT</p>	<p>Ruby made a friend. WHO ARE some of your friends?</p>	<p>C R O W D</p>
	<p>SHE TALKS</p>	<p>WHAT IS THE best thing TO DO WHEN YOU HAVE A worry?</p>	<p>C R O W D</p>

 <p>... the worry cloud that Ruby made to think about the family that she loved. It was so big that it filled up the whole room.</p> <p>But look at Ruby's Worry now!</p>	<p>NO MORE</p>	<p>THE worry got ____ (smaller)</p>	<p>C R O W D</p>
 <p>... Ruby felt like herself again!</p>	<p>SHE FEELS DIFFERENT</p>	<p>Why does Ruby FEEL happy now?</p>	<p>C R O W D</p>
 <p>... Ruby had a Worry that was just there for her to think about.</p> <p>But now that she knew how to think about it...</p>	<p>SHE WORKS</p>	<p>Everyone FEELS worried sometimes. SOME of YOU FEEL worried sometimes.</p>	<p>C R O W D</p>
 <p>... they were hanging around for long.</p>	<p>NOT THERE</p>	<p>WHAT never hangs around for long now? (worry)</p>	<p>C R O W D</p>

LESSON # 26 – CONVENTIONAL: VOCABULARY LESSON
BOOK TITLE: *RUBY FINDS A WORRY*

Vocabulary Check-in

DESCRIPTION AND EXAMPLE	TARGET WORDS AND ACTIVITY ITEMS	RESPONSE FORMATS
<p>Students describe and use the new words in ways that extend beyond those used in instruction. For example, you may ask students to “Describe something that made you want to explore.”</p>	<ol style="list-style-type: none"> 1. Tell me something you always do. 2. Tell me a time you discovered something. 3. Tell me about a place you like to explore. 4. Tell me about a time you wanted to stay where you were. 5. Tell me a time you hovered around someone. 6. Tell me about a time you wished you could shrink. 7. Tell me about an enormous thing in our school. 8. Tell me your favorite things to pretend. 9. Tell me some things that make you worry. 	<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 THE BOOK

PREPARATION

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

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about things we worry about. 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

GIVE ME FIVE: THINGS I WORRY ABOUT

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 worry about. First, I have to think. What are some things I worry about?*

- *Think aloud as you state some ideas of things you worry about:*
 - *Getting your chores done; having enough money; keeping the students safe and happy*

*SAY: Okay, I think I have some ideas. First, I'll write, **Things I Worry 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 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 like. First, tell me about some things you like.*

- Interact with students encouraging them to tell you things they like.
- 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 the things they say they like. 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 #29 – WORKING WITH LETTERS AND WORDS

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

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

LESSON #30 - MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *The Bad Seed* by Jory John**

https://www.youtube.com/watch?v=siO_8EzXv8g

This is a version of the book on YouTube that is read by a child. 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>

