

What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> • Watch the movie trailer on YouTube. • Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	
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Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title:	Make a comment:
Point to author.	Read the name:	
Point to the picture on the cover/chapter summary.	Make a comment:	
Point to pictures clues.	Ask a question:	

During Reading: As you read the story/chapter.

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find all the letter ____ in the story.	
Remind students of the objects in the book grab bag when they appear in the story.	Example:	
Point to pictures.	Comment on what is happening.	
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Use “think-alouds” to invite a response about what will happen.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	

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After Reading: Apply.

Review the chapter.	Summarize the elements of today's reading.									
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	<p>_____ starts with the "____" sound. Let's think of other words that start with the "____" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response.</p> <p>Does _____ start with the "____" sound?</p>	<table border="0"> <tr> <td data-bbox="1058 476 1255 638">"____"</td> <td data-bbox="1255 476 1526 638">NOT "____"</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </table> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>	"____"	NOT "____"	_____	_____	_____	_____	_____	_____
"____"	NOT "____"									
_____	_____									
_____	_____									
_____	_____									
Review the completed Book Item Grab Bag worksheet.	Remember when we first learned about _____? We looked at some objects from the story. Here is the paper we did about _____.									

Independent, Self-Selected Reading and Shared Writing.

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Use the Emergent Literacy Shared Reading Plan template to create your own lesson plans for chapters of the books. Create lesson plans for your favorite books using this template to help you think about what to do, what to say, and examples to model. **Don't forget to add in after-reading activities to support comprehension, alphabet and phonological awareness, and writing.**

