



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE

JAYDEN'S IMPOSSIBLE GARDEN BY MÉLINA MANGAL

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 We Like to Do Outside</i> Sentence Stem: I like to _____
4	Writing	CONVENTIONAL: Part 1: Mini-lesson: Give Me Five: Things To Make 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 School Gardens from Tar Heel Reader https://tarheelreader.org/2018/01/09/school-gardens/ Part 2: Students read things they select

CYCLE # 2

ROUTINE		LESSON
7	Shared Reading	Mixed CONVENTIONAL and EMERGENT: <i>Follow the CAR Lesson or Put the CROWD in the CAR</i>
8	Vocabulary	CONVENTIONAL: Sentence Completion
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
9	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Reread and Work with the Chart
10	Writing	CONVENTIONAL: Part 1: Mini-lesson: Choosing a Topic from Experience 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 A Garden to Save the Birds https://www.youtube.com/watch?v=M9LnS3iUVHs Part 2: Students read things they select

CYCLE # 3

ROUTINE		LESSON
13	Shared Reading/Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to compare self to character.
		EMERGENT: Shared Reading Continue with <i>Follow the CAR</i> or <i>Putting the CROWD in the CAR</i>
14	Vocabulary	CONVENTIONAL: Returning to the story context
		EMERGENT: Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson
15	Predictable Chart Writing	Mixed CONVENTIONAL and EMERGENT: Work with Sentences: Read, Cut, Rebuild
16	Writing	CONVENTIONAL: Part 1: Spelling With Sounds 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 Recycle https://tarheelreader.org/2008/07/13/recycle/ Part 2: Students read things they select

CYCLE # 4

ROUTINE		LESSON
19	Shared Reading/Reading Comprehension	CONVENTIONAL: Reading Comprehension: Read to describe the fort.
		EMERGENT: Shared Reading Continue with <i>Follow the CAR</i> or <i>Putting the CROWD in the CAR</i>
20	Vocabulary	CONVENTIONAL: Generating Situations Activity
		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: Can't Stop Writing 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 Muddy Day https://tarheelreader.org/2014/10/08/the-muddy-day/ Part 2: Students read things they select

CYCLE # 5



	ROUTINE	LESSON
25	Shared Reading/ Reading Comprehension	CONVENTIONAL: Reading Comprehension Read to sequence events
		EMERGENT: Shared Reading Continue with <i>Follow the CAR</i> or <i>Putting the CROWD in the CAR</i>
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: 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.
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>Fort-Building Time</i> by Megan Wagner Lloyd https://www.youtube.com/watch?v=EMPt22t_tKM Part 2: Students read things they select

LESSON #1-- MIXED GROUP: SHARED READING

JAYDEN'S IMPOSSIBLE GARDEN

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	Comment
	HE OUT
	HE LOVE GO OUT
	THEY GO OUT AND PLAY
	NOT GO OUT
	HE HEAR THEM
	SEE HIM GO DOWN

Page	Comment
	HE GO SLOW AND OPEN
	HE SEE IT
	THEY LIKE GO OUT
	SHE THINK NOT GOOD
	HE SAID IT GOOD
	THEY LOOK AND LOOK
	THEY MAKE IT BIG

Page	Comment
 <p>They planted together seeds in old containers. This was a magical garden. Mr. Curry said.</p>	THEY PUT SOME IN
 <p>One day, Jayden tried to show the secret. "Here, here is the magical secret for growing things with Mr. Curry!"</p> <p>"There are books and boxes!" Mr. Curry said. "I want to see them!" Jayden tried to show him. But Mr. Curry was looking at the boxes. But there is no magic here in the middle of the city.</p>	HE SAID LOOK HERE
 <p>Mr. Curry said to Jayden. "The magical secret is not in the boxes. It's in the seeds. I want to see them!" Jayden tried to show him. But Mr. Curry was looking at the boxes. But there is no magic here in the middle of the city.</p>	THEY MAKE IT GOOD
 <p>"There are seeds in the boxes!" Jayden said, smiling. "I want to see them!"</p> <p>Mr. Curry said to Jayden. "I want to see them!" Jayden tried to show him. But Mr. Curry was looking at the boxes. But there is no magic here in the middle of the city.</p>	THEY PUT IT UP
 <p>Together they discovered something new and different. That was the magic of the garden. The magical secret was not in the boxes. It was in the seeds. I want to see them!</p>	THEY FIND NEW ALL TIME
 <p>After spending a whole week, Mr. Curry said to Jayden. "I want to see them!"</p> <p>Mr. Curry said to Jayden. "I want to see them!" Jayden tried to show him. But Mr. Curry was looking at the boxes. But there is no magic here in the middle of the city.</p>	THEY MAKE NEW ALL TIME
 <p>Jayden said to Mr. Curry. "I want to see them!" Mr. Curry said to Jayden. "I want to see them!"</p> <p>Mr. Curry said to Jayden. "I want to see them!" Jayden tried to show him. But Mr. Curry was looking at the boxes. But there is no magic here in the middle of the city.</p>	HE WANT IT RIGHT

Page	Comment
	SHE LOOK DOWN
	THEY LIKE IT
	THEY GO FAST AND LOOK
	SHE COME FAST
	THEY SEE IT GOOD AND LOVE IT

LESSON #2 --CONVENTIONAL: VOCABULARY

JAYDEN'S IMPOSSIBLE GARDEN

1. Introduce and talk about new words. Show the student the word in print – on individual words cards or written on the whiteboard.
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. collecting	On field trips, he pretended to be a scientist, collecting acorns, stones, and twigs.	bring together	GET ALL; PUT ALL IN; GET AND GET AND GET MORE
2. lowered	A wheelchair van lowered Mr. Curtis onto the sidewalk in front of Jayden's building each afternoon.	move down	PUT DOWN; GO DOWN; MAKE IT GO DOWN; PUT IT DOWN
3. searched	They searched for anthills.	looked hard or looked everywhere	LOOK AND LOOK; FEEL AND FEEL; LOOK AND FEEL; WORK TO FIND
4. fort	They built towers from old boxes, stones, and sticks. "This is our secret fort ," Jayden said.	strong building or playhouse	MAKE IT THEN PLAY IN IT
5. recycling	"Mama said I shouldn't keep trash," Jayden said smiling. "So I told her I was recycling this milk jug."	reusing; use again	GET MORE GOOD OUT; MAKE IT WORK SOME MORE
6. attach	Mr. Curtis helped Jayden cut holes in the middle of the jug and attach a string to the top.	stuck on; connected	PUT IT ON
7. discovered	Together they discovered something new each afternoon that summer.	found	FIND; FIND NEW

New Word	Example in the Text	Student-friendly Definition	Related Core Vocabulary
8. weave	After watching a spider weave its web, Jayden stretched an old basketball net across the top of his tower and knotted the bottom.	make with thread or string	<i>MAKE IT; UP DOWN IN OUT; GO UP AND DOWN AND IN AND OUT</i>
9. rushed	Everyone rushed to the rope bridge.	did things very fast	<i>GO FAST; DO IT FAST</i>
10. guardian	While watering the garden, they plucked a caterpillar and put it in the jar. It became the guardian of the fort.	someone or something that keeps things safe	<i>WATCH OUT; IT WATCH OUT; HELP MAKE GOOD; IT STOP BAD</i>

LESSON #3 – MIXED GROUP: PREDICTABLE CHART WRITING**WRITE THE CHART****PREPARATION**

- Chart paper
- Markers
- Choices for students if they are unable to generate their own ideas or communicate well enough to contribute ideas using their AAC systems. Choices might include:
 - Objects
 - Picture symbols
 - Photos
 - A list of words

STEP 1: INTRODUCE THE CHART TITLE/TOPIC

Start with a blank piece of chart paper and a dark marker,

SAY and WRITE: *Our chart this week is about **Things We Like to Do Outside**.*

- Write the title (**Things We Like to Do Outside**) 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 like to _____. ' I will go first. I like to _____. Now I have to make a choice. How will I finish my sentence?*

- 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 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
JAYDEN'S IMPOSSIBLE GARDEN
Give Me Five: Things to Make

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 to make. First, I have to think. What do I want to make?

- *Think aloud as you state some ideas of things you want to make.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Things to make**. 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 could make.
- 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 can make at school. First, tell me about some things we can make at school.

- Interact with students encouraging them to tell you some things they can make at school (e.g., friends, art work, a snack).
- 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 ideas.
- Work with the students to write a list of things they can make 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, think about things you can make or things people make for you. See if you can write five things.

To the other adults in the room:

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

SUPPORTING STUDENT TOPIC SELECTION

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

STUDENT WRITING TOOLS

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

Student Name:

- 1.
- 2.
- 3.

Alternate Pencil or Special Writing Tools:

- 1.
- 2.
- 3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

LESSON # 5 – WORKING WITH LETTERS AND WORDS

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

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

LESSON #6 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud [School Gardens](https://tarheelreader.org/2018/01/09/school-gardens/)**

<https://tarheelreader.org/2018/01/09/school-gardens/>

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.

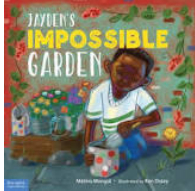




<https://go.unc.edu/BBreflect>



LESSON #7—MIXED GROUP: SHARED READING

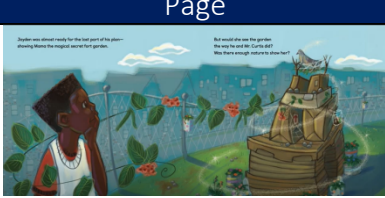



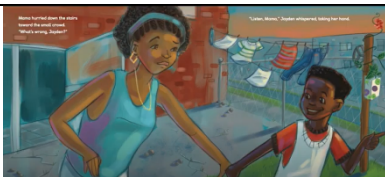
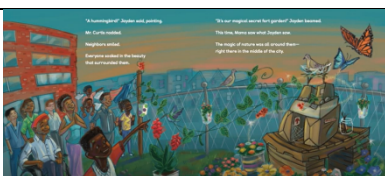
JAYDEN'S IMPOSSIBLE GARDEN

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	CROWD
	HE MAKE ALL	WHERE IS HE? (OUT) C R O W D
	HE THINK	HE LIKES TO _____. (READ) C R O W D
	HE READ	Tell ME something YOU LIKE TO DO outside. C R O W D
	SHE SAID NO OUT	Tell ME WHAT mom said. (NO OUT) C R O W D
	HE FEEL GOOD OUT	How IS HE FEEL-ing? C R O W D

Page	CAR	CROWD	
 <p>A white van arrived at the front of the school. The man in the wheelchair and the woman got out of the van. The man in the wheelchair was looking at the van. The woman was looking at the man in the wheelchair.</p>	HE RIDE IN IT	Sometimes YOU ride IN a van or bus.	C R O W D
 <p>The man in the wheelchair was looking at the door. The woman was looking at the man in the wheelchair.</p>	HE OPEN	HE moved so _____. (SLOW)	C R O W D
 <p>The man in the wheelchair was looking at the flower. The woman was looking at the man in the wheelchair.</p>	SOME NEW COME UP	WHAT IS HE pointing at? (flower)	C R O W D
 <p>The man in the wheelchair was looking at the flower. The woman was looking at the man in the wheelchair.</p>	THEY SAID GO IN	HE does NOT WANT TO GO _____. (IN)	C R O W D
 <p>The man in the wheelchair was looking at the dish. The woman was looking at the man in the wheelchair.</p>	HE WANT TO GO OUT	Tell ME about how YOU HELP at home.	C R O W D
 <p>The man in the wheelchair was looking at the book. The woman was looking at the man in the wheelchair.</p>	HE READ	Tell ME WHAT IS happening IN THIS picture.	C R O W D
 <p>The man in the wheelchair was looking at the flower. The woman was looking at the man in the wheelchair.</p>	THEY LOOK AND LOOK	WHAT ARE THEY DO-ing? (LOOK)	C R O W D

Page	CAR	CROWD	
	THEY MAKE IT TO PLAY	Show ME the fort THEY built.	C R O W D
	IT COME UP	Tell ME about something you've grown.	C R O W D
	HE SAID LOOK	Jayden IS pointing because HE WANTS Mama TO _____. (LOOK)	C R O W D
	SHE NOT THINK IT GOOD	Tell ME WHAT IS happening IN THIS picture.	C R O W D
	THEY MAKE IT NEW	WHERE IS HE hanging the milk jug planter? (UP)	C R O W D
	THEY PUT IT IN	Tell ME about a time YOU PUT something IN a jar.	C R O W D
	THEY WATCH	Tell ME WHO IS THE guardian of THE fort.	C R O W D

Page	CAR	CROWD	
	HE THINK IT FINISHED	How IS Jayden FEEL-ing?	C R O W D
	SHE LOOK DOWN	WHAT IS Mr. Curtis sitting IN? (wheelchair)	C R O W D
	THEY LOOK AND LIKE IT	THE dove IS cooing, AND HE CAN _____. (HEAR)	C R O W D
	SHE COME FAST	Tell ME about a time YOU rushed TO get somewhere.	C R O W D
	SHE THINK IT BAD	Tell ME WHAT IS happening IN THIS picture?	C R O W D
	SHE THINK IT GOOD	Show ME something Jayden hung UP earlier IN THE story. (net, jug, rope bridge)	C R O W D

LESSON #8-- CONVENTIONAL: VOCABULARY
JAYDEN'S IMPOSSIBLE GARDEN

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, "Eating worms is ____."</p> <p>What word is missing?</p> <p>-disgusting -secret -perfect</p>	<p>Jayden and Mr. Curtis were ____ acorns, stones, twigs, and boxes.</p> <ul style="list-style-type: none"> - selling - collecting - eating <p>The van ____ Mr. Curtis' wheelchair to the sidewalk.</p> <ul style="list-style-type: none"> - spun - washed - lowered <p>Jayden was ____ the trash .</p> <ul style="list-style-type: none"> - hiding - recycling - burning <p>Jayden and Mr. Curtis built a ____.</p> <ul style="list-style-type: none"> - school - wheelchair - fort <p>Jayden watched a spider ____ its web.</p> <ul style="list-style-type: none"> - weave - break - give <p>They ____ for anthills.</p> <ul style="list-style-type: none"> - sniffed - waited - searched <p>Jamie used holes to ____ string to the jug.</p> <ul style="list-style-type: none"> - drop - shred - attach 	<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>

Description and Example	Target Words and Activity Items	Response format(s)
	<p>The neighbors _____ to see the fort.</p> <ul style="list-style-type: none">- peaked- rushed- winked <p>The caterpillar was the _____ of the fort.</p> <ul style="list-style-type: none">- giant- mom- guardian <p>Mr. Curtis and Jamie _____ many surprising creatures.</p> <ul style="list-style-type: none">- discovered- ate- called	

LESSON #9 MIXED GROUP: PREDICTABLE CHART WRITING

REREAD AND WORK WITH THE CHART

PREPARATION

- ✓ Display the chart from Lesson #3

PREPARE TO DIFFERENTIATE THE LESSON: During this step, students who are conventional reader and writer might be generating their own lists of things they like and do not like. Alternatively, they might be writing to explain their sentence. The goal is to keep students engaged and thinking about the topic of the chart, while helping students who are reading and writing at higher levels get more out of the lesson.

STEP 1: REREAD THE CHART

SAY: *This is our predictable chart from yesterday. We wrote about **Things We Like to Do Outside**. (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 _____. Who would like to come circle the word _____?*

- 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

Choosing a Topic from Experience

MINI-LESSON

Announce the lesson focus:

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

Plan for demonstrating the skill while thinking aloud:

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

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

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

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

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

Plan to work with the students to apply the skill:

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

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

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

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

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

Plan for setting up independent writing:

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

To the other adults in the room:

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

SUPPORTING STUDENT TOPIC SELECTION

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

STUDENT WRITING TOOLS

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

Student Name:

- 1.
- 2.
- 3.

Alternate Pencil or Special Writing Tools:

- 1.
- 2.
- 3.

PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

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

LESSON #12 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud [A Garden to Save the Birds](#)**

(<https://www.youtube.com/watch?v=M9LnS3iUVHs>)

This is a version of the book on YouTube. It is especially well done and read by the author but 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 #13 – CONVENTIONAL: READING COMPREHENSION

JAYDEN'S IMPOSSIBLE GARDEN

Compare self to character

ANCHOR

Preparation/Materials Needed

- Chart paper or whiteboard to write on.
- A T-chart with the following headers on each column: Words that Describe Me; Other Important Words

Activate Background Knowledge

SAY: We can use describing words to tell people about ourselves. Here are some words that describe me.

- Write 3 or 4 words that describe yourself. For example, man, short, helpful. Think aloud and take suggestions as you make the list.

SAY: What are some words you can use to describe yourself? You tell me. I will write them.

- Write the words as students offer them. Write describing words in the column labeled, "Words that Describe Me." Write all other words in the column, "Other Important Words." Keep going until you get 8 or more words in the list.

SAY: These are words that describe us.

- Read the list of words describing you and the words the students generated.

SAY: Today, we are going to read this story. Jayden is a main character in this story.

Set the Purpose

SAY: Read/Listen so that you can decide which of our describing words also describe Jayden from our story.

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide which of our words also describe Jayden.

APPLY

Preparation/Materials Needed

The list of words describing you and the words the students generated.

Apply Activity

SAY: You were reading/listening in order to decide which of our words describes Jayden. I will read these words. You tell me which of these words describe Jayden.

- Read and point to each word on the list of words describing you and the words the students generated.

- Pause after each word for students to indicate if it is a word that describes Jayden. Circle or otherwise mark the words that students select.

Follow-up and Feedback

Return to the text to check each word the students selected and to see if they missed any.


LESSON #13—EMERGENT: SHARED READING JAYDEN'S IMPOSSIBLE GARDEN

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	CROWD
	HE OUT	Tell ME WHAT IS happening IN THIS picture. C R O W D
	HE LIKE TO THINK	Tell ME WHAT YOU LIKE TO READ. C R O W D
	HE LIKE TO READ	WHERE IS HE PLAY-ing? (OUT) C R O W D
	SHE THINK OUT NOT GOOD	Mama said Jayden had TO stay _____. (IN) C R O W D
	HE HEAR	WHOSE calls could HE HEAR? (birds) C R O W D

Page	CAR	CROWD
 <p>A white van was lowered by Jayden's the distance from of Jayden's living with it was. He would not know it was day, then Jayden came to the van to help him. He would not know it was day, then Jayden came to the van to help him.</p>	HE WATCH IT GO DOWN	How ARE THEY FEEL-ing? C R O W D
 <p>Every day Jayden would have a car to go to work. He would get there in just in the morning and go to work.</p> <p>He would get there in just in the morning and go to work.</p>	HE GO SLOW AND HELP	Tell ME about a time someone HELPEd YOU. C R O W D
 <p>Mr. Curtis was inside the city in Jayden's house. He would get there in just in the morning and go to work.</p> <p>Mr. Curtis was inside the city in Jayden's house. He would get there in just in the morning and go to work.</p>	THEY WERE OUT	Mr. Curtis said, "Spring IS ____." (HERE) C R O W D
 <p>Jayden would get there in just in the morning and go to work. He would get there in just in the morning and go to work.</p> <p>Jayden would get there in just in the morning and go to work. He would get there in just in the morning and go to work.</p>	SHE SAID HE NEED TO GO IN	Tell ME WHAT YOU see. C R O W D
 <p>Jayden would get there in just in the morning and go to work. He would get there in just in the morning and go to work.</p> <p>Jayden would get there in just in the morning and go to work. He would get there in just in the morning and go to work.</p>	SHE SAY IT GOOD	Tell ME WHO said THERE IS NO nature IN THE city. (Mama) C R O W D
 <p>From that on, Jayden and Mr. Curtis read every day after school. Mr. Curtis would read the book and Jayden would read the book.</p> <p>From that on, Jayden and Mr. Curtis read every day after school. Mr. Curtis would read the book and Jayden would read the book.</p>	THEY TALK	WHAT ARE THEY DO-ing? (SIT/TALK/READ) C R O W D
 <p>They compared nature collections. They searched for animals.</p> <p>They compared nature collections. They searched for animals.</p>	THEY LOOK AND FIND SOME SAME	Tell ME about something YOU LIKE TO collect. C R O W D

Page	CAR	CROWD	
	THEY ARE NOT NEW	Tell ME WHAT IS happening IN THIS picture.	C R O W D
	IT NOT WHAT THEY THINK	Tell ME WHO planted THE little plant THEY see growing. (THEY, Jayden & Mr. Curtis)	C R O W D
	SHE NOT THINK IT GOOD	WHERE IS HE pointing? (THERE, fort)	C R O W W D
	THE PUT SOME IN TO GET BIG	THEY CAN PUT THE seeds _____. (IN)	C R O W D
	THEY PUT IT UP	Sometimes YOU reach both of your arms UP high!	C R O W D
	IT WATCH	Tell ME WHAT IS happening IN THIS picture.	C R O W D
	IT GOT BIG	WHERE IS HE hanging THE net? (UP)	C R O W W D

Page	CAR	CROWD	
 <p>Jayden was almost ready for the last part of the plan—showing Mama the magical secret garden.</p> <p>But would she see the garden the way he did? (Can he see?) Was there enough space to show her?</p>	HE PUT IT ALL ON TO MAKE IT GOOD	Tell ME WHAT HE WANTS TO show Mama. (fort, bird, flowers)	C R O W D
	IT GET OUT	SHE IS UP high AND LOOK-ing _____. (DOWN)	C R O W D
 <p>"That was your friend, wasn't it?" (Can she hear?) I can hear her now!</p> <p>"What are you looking at?" He was looking down, smiling, pointing to the magical garden, hidden in the night darkness.</p>	THEY LOOK AND HEAR	How ARE THEY FEEL-ing?	C R O W D
	ALL COME FAST TO LOOK	WHERE ARE THEY GO-ing? (fort)	C R O W D
 <p>Mama looked down the stairs, toward the crowd below. What's going on?</p> <p>"Mama, Mama!" (Jayden's whispering, telling her about the garden.)</p>	HE TALK AND SHE HEAR	Tell ME about a time YOU surprised someone.	C R O W D
 <p>"Is something?" (Jayden was asking.) No! (Can she hear?) Mama was smiling. They were all looking at the garden, the magical garden.</p> <p>"Is that magical secret garden?" (Jayden's whisper.) This time, Mama was what Jayden was. The magic of nature was all around them—right there in the middle of the city.</p>	THEY ALL LOVE IT	How ARE THEY FEEL-ing?	C R O W D

LESSON #14—CONVENTIONAL: VOCABULARY LESSON
JAYDEN'S IMPOSSIBLE GARDEN

Returning to a Story Context Activity

Description and Example	Target Words As Used in the Story	Response Format(s)
<p>"Think about the ways the author used the words in the book. How did the author use the word appeared?</p> <p>They wrote, "I dreamed of you, then you appeared."</p> <p>What other words could the author use? What other words tell us that something has appeared?</p>	<p>-collecting: Jayden liked collecting acorns, stones, and twigs. Tell me what we do when we collect things. (<i>GET ALL; PUT ALL IN; GET AND GET; GET MORE</i>)</p> <p>-lowered: A wheelchair van lowered Mr. Curtis' wheelchair to the sidewalk. What happens when something is lowered? (<i>GO DOWN; PUT DOWN</i>)</p> <p>-guardian: Jamie and Mr. Curtis made the caterpillar the guardian of the fort. Tell me about a guardian. (<i>WATCH OUT; IT WATCH OUT; STOP BAD</i>)</p> <p>-searched: They searched for anthills. What does it mean to search? (<i>FIND; LOOK AND LOOK; LOOK AND FEEL; WORK TO FIND</i>)</p> <p>-fort: They built towers from old boxes, stones, and sticks. "This is our secret fort," Jayden said. Tell me about a fort. (<i>MAKE IT; PLAY IN; MAKE AND PLAY IN</i>)</p> <p>-recycling: Jayden kept the milk jug. He was recycling it. What other words could we use to say recycling? (<i>DO MORE; GET MORE GOOD OUT; MAKE IT WORK SOME MORE</i>)</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>

Description and Example	Target Words As Used in the Story	Response Format(s)
	<p>-attach: Mr. Curtis helped Jayden attach a string to the milk jug. What does attach mean? (PUT ON; <i>PUT IT ON</i>)</p> <p>-discovered: Together they discovered something new each afternoon. What other words could we use to say discovered? (FIND; FIND NEW)</p> <p>-weave: Jayden watched a spider weave its web. Tell me how to weave. (<i>MAKE IT; UP DOWN IN OUT</i>)</p> <p>-rushed: Everyone rushed to the rope bridge. What does rushed mean? (<i>GO FAST; DO FAST; DO IT FAST</i>)</p>	

LESSON #15—MIXED GROUP: PREDICTABLE CHART WRITING

WORKING WITH SENTENCES: READ, CUT, AND REBUILD

PREPARATION

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

PREPARE TO DIFFERENTIATE THE LESSON: Students who successfully cut the sentences into individual words across two or more cycles, have demonstrated their understanding of concept of word. Rather than having them continue to cut apart and rebuild sentences, encourage them to spend this time writing new sentences that use the stem or brainstorm lists of other ideas that might complete the stem.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things We Like to Do Outside**. 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

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 Building Bridges Making Words sequence or in the phonics instructional program you are following.

EMERGENT: Next 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** [Recycle \(https://tarheelreader.org/2008/07/13/recycle/\)](https://tarheelreader.org/2008/07/13/recycle/)

Read this Tar Heel Reader digital book or a printed version. 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
JAYDEN'S IMPOSSIBLE GARDEN
ANCHOR — READ — APPLY LESSON PLAN

Read to describe the library.

ANCHOR

Preparation/Materials Needed

Make a list of words/phrases that describe the playground.

Example words/phrases include:

- (1) grass
- (2) fence
- (3) children and teachers
- (4) swings

Activate Background Knowledge

SAY: *I have a list of things here. These are all things that describe our playground.*

- Read the playground description list

SAY: *These words describe things about our playground. I will read them. Tell me what you know about each thing.*

- Read each playground description list item and ask students what they know about it
- Record student responses

SAY: *Today, we are going to read this book (show the book). We are going to read it to decide how we would describe the fort in the book.*

Set the Purpose

SAY: *Read/Listen so that you can decide how to describe the fort in the book.*

READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide how to describe the fort in the book.

APPLY

Preparation/Materials Needed

On the white board or chart paper, write a list of words/phrases that describe places that are familiar to you and your students.

Apply Activity

SAY: *I have a list of words that describe familiar places here. (Read the list). Which of these words describe a fort?*

- Read each description item and ask students to indicate if it does/does not describe the fort.
- Accept all student responses and record the number of students who selects each feeling.

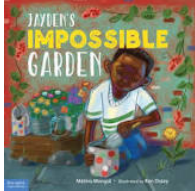



Follow-up and Feedback

Return to the text to reread information that tells about the fort. Discuss the relationship with the student responses.

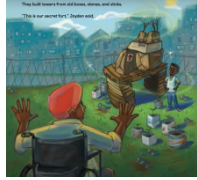

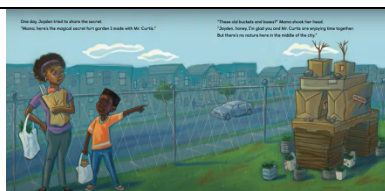
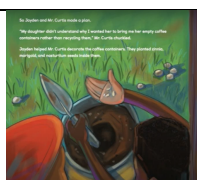
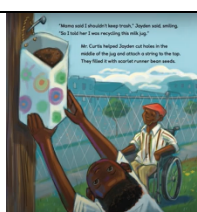


LESSON #19—EMERGENT: SHARED READING

JAYDEN'S IMPOSSIBLE GARDEN

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	CROWD	
	HE PLAY OUT	Tell ME WHAT YOU LIKE TO DO outside.	C R O W D
	HE WANT TO FIND	WHAT IS HE DO-ing? (READ)	C R O W D
	HE READ. THEY GO OUT	Tell ME WHAT YOU see IN THIS picture.	C R O W D
	SHE SAID NOT GO OUT TO PLAY	Tell ME about a time YOU had TO stay inside.	C R O W D
	HE FEEL GOOD OUT	Jayden didn't WANT TO stay in. HE LIKED TO GO _____. (OUT)	C R O W D

	HE STOP	Tell ME how Mr. Curtis moved around. (van, wheelchair)	C R O W D
Page	CAR	CROWD	
	IT COME UP	WHY IS HE opening THE door? (HELP)	C R O W D
	IT NOT WHAT WE THINK	Tell ME WHAT IS happening IN THIS picture.	C R O W D
	THEY SAID TIME TO GO IN	Tell ME WHERE Jayden AND Mr. Curtis WANT TO be. (OUT)	C R O W D
	SHE THINK HE NOT RIGHT	WHO THINKS THERE IS NO nature IN THE city? (Mama)	C R O W D
	THEY TALK	HE took his book outside to _____. (READ)	C R O W D
	THEY LOOK AND LOOK	Tell ME about a time YOU searched for something.	C R O W D

Page	CAR	CROWD	
 <p>They built boxes from old boxes, plates, and chairs. "This is our secret fort," Jayden said.</p>	THEY MAKE IT BIG	WHAT did THEY use TO build THE fort? (boxes)	C R O W D
 <p>They planted together seeds in old containers. "This is our magical garden," Mr. Curtis said.</p>	THEY THINK IT IS GOOD	Tell ME WHAT YOU THINK THEY ARE FEEL-ing.	C R O W D
 <p>One day, Jayden tried to climb the fence. "Mama, look! In the middle of the garden! Jayden! Look at Mr. Curtis!"</p> <p>"There are bushes and trees!" Mama said. "No! Mama, look! In the middle of the garden! Jayden! Look at Mr. Curtis!"</p>	SHE NOT SEE WHAT HE SEE	Tell ME WHERE Mama WANTs Jayden TO PLAY. (IN)	C R O W D
 <p>Mr. Curtis said, "Jayden, look! This is our magical garden!"</p> <p>"Mama, look! In the middle of the garden! Jayden! Look at Mr. Curtis!"</p>	THEY WANT MAKE IT GOOD	Tell ME about a time YOU PLAYed IN THE dirt.	C R O W D
 <p>"Mama, look! In the middle of the garden! Jayden! Look at Mr. Curtis!"</p> <p>"Mama, look! In the middle of the garden! Jayden! Look at Mr. Curtis!"</p>	HE HELP	Jayden asked Mr. Curtis for _____. (HELP)	C R O W D
 <p>Together they discovered something new and different! But when they looked at the garden, they saw a caterpillar!</p>	THEY LOOK	WHERE IS THE caterpillar? (IN)	C R O W D
 <p>After looking at the garden, they saw a caterpillar! But when they looked at the garden, they saw a caterpillar!</p>	THEY PUT IT UP	Tell ME WHAT YOU notice IN THIS picture.	C R O W D

Page	CAR	CROWD	
 <p>Jayden was almost ready for the last part of the plan— showing them the magical secret fort garden.</p> <p>But would she see the garden? He was the one Mr. Curtis kept telling them to watch the clock!</p>	HE THINK IT IS TIME	WHERE IS THE caterpillar IN THIS picture? (IN, ON, caterpillar)	C R O W D
	SHE SEE IT	How did THE fort get THERE? (THEY MAKE)	C R O W D
 <p>"That you can't find anywhere else!"</p> <p>"You're in that garden, and the whole town is looking for it. It's a magical place, and it's in the garden!"</p>	THEY WANT TO SEE	WHO HEARs the dove cooing? (Mr. Williams)	C R O W D
	THEY GO SEE	Mr. Curtis has a wheelchair so HE CAN ____. (COME, GO, SIT)	C R O W D
 <p>He was worried about the town because the whole town was looking for it.</p> <p>"You're in that garden, and the whole town is looking for it. It's a magical place, and it's in the garden!"</p>	SHE GO SEE	Tell ME about a time that YOU felt worried.	C R O W D
 <p>"It's a magical place," Jayden said, smiling. He was worried about the town because the whole town was looking for it.</p> <p>"You're in that garden, and the whole town is looking for it. It's a magical place, and it's in the garden!"</p>	THEY ALL LIKE IT	Tell ME about THIS picture.	C R O W D

LESSON #20—CONVENTIONAL: VOCABULARY LESSON

JAYDEN'S IMPOSSIBLE GARDEN

Generating Situations Activity

Description and Example	Target Words and Activity Items	Response Format(s)
<p>SAY: Let me tell you some ways I use these words. I'll start with, lowered. I lowered myself into the chair.</p> <p>Write lowered on the white board or a piece of chart paper. Write, <i>I lowered myself into the chair</i>. Ask students to tell about when they might use the word lowered.</p> <p>Continue with other words. Write the word. Provide an example. Then ask students to generate examples.</p>	<p>Write the word. Provide an example. Then ask students to generate examples.</p> <p>collecting</p> <ul style="list-style-type: none"> - Example: "I am collecting stickers to decorate my computer." <p>searched</p> <ul style="list-style-type: none"> - Example: "I searched for my keys." <p>fort</p> <ul style="list-style-type: none"> - Example: "We built a fort with a blanket and chairs." <p>recycling</p> <ul style="list-style-type: none"> - Example: "I am recycling all of the paper." <p>attach</p> <ul style="list-style-type: none"> - Example: "We attach the date to our calendar." <p>discovered</p> <ul style="list-style-type: none"> - Example: "I discovered baby rabbits in a hole in my garden." <p>weave</p> <ul style="list-style-type: none"> - Example: "My grandma likes to weave potholders to give as gifts." <p>rushed</p> <ul style="list-style-type: none"> - Example: "We rushed to get to the bus." - <p>guardian</p> <ul style="list-style-type: none"> - Example: "She has a guardian to help her stay safe." 	<p>Students use the existing vocabulary on their AAC system to tell about ways they use the words. Write the examples students provide. Help them think about how they might use the words to talk to others.</p>

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

PREPARATION

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

PREPARE TO DIFFERENTIATE THE LESSON: Students who are conventional readers, writers, and communicators can be encouraged to take the lead during the Be the Sentence activity. They can READ the sentence that results when their peers arrange the words, or they can gently direct their peers to make or correct the sentence.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things We Like to Do Outside**. 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

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 the words '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, but remove it if students are prone to copy it.

- 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 # 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 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 Muddy Day***

(<https://tarheelreader.org/2014/10/08/the-muddy-day/>)

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/BuildingBridgesreflect>



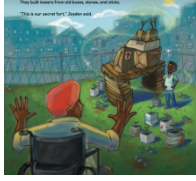



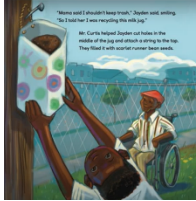


LESSON #25—EMERGENT: SHARED READING

JAYDEN'S IMPOSSIBLE GARDEN

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	CROWD
	HE IS OUT	Tell ME WHAT IS happening IN THIS picture. C R O W D
	HE THINK	Tell ME about your bed. C R O W D
	HE GO UP	Tell ME about THE way Jayden learned about other kids. (READ) C R O W D
	HE NOT GO OUT	WHERE IS Jayden LOOK-ing? (OUT) C R O W D
	HE THINK SHE NOT RIGHT	Tell ME about a time YOU PLAYed IN THE snow. C R O W D

[illegible]

Page	CAR	CROWD	
 <p>They built towers from old boxes, plastic, and sticks. "This is our secret fort," Jayden said.</p>	THEY WORK ON IT	Tell ME WHAT THEY kept secret. (fort)	C R O W D
 <p>They planted special seeds in old containers. "This is our magical garden," Carlos said.</p>	THEY LOVE IT	WHAT DID THEY grow? (plant)	C R O W D
 <p>One day, Jayden looked at the secret. "Carlos, look! The magical garden! Jayden looked with his Carlos." "These are beautiful seeds!" Carlos said. "I want to plant them!" "But Carlos, the garden is in the middle of the city!"</p>	HE SAID LOOK	Tell ME about things YOU LIKE TO MAKE.	C R O W D
 <p>So Carlos and his Carlos said yes. "We thought about planting seeds in old containers, but we didn't want to use anything that was old or broken. We wanted to use something that was new and beautiful." Carlos said. "That's a great idea!" Jayden said. "Let's use old containers that we can make beautiful again!"</p>	PUT SOME IN	THEY will PUT THE seeds _____. (IN)	C R O W D
 <p>"Carlos, look! The magical garden!" Jayden said, smiling. "I told her I was helping the city." Carlos said. "So Carlos and Jayden said yes to the middle of the city and attach it to the top. They thought about how to make their garden."</p>	HE PUT IT UP	Tell ME WHAT IS happening IN THIS picture.	C R O W D
 <p>Together they discovered something new and different that summer. "We found a new place. This is our garden, and we can grow anything we want!" Jayden said. "That's a great idea!" Carlos said. "Let's use old containers that we can make beautiful again!"</p>	THEY WATCH IT	Tell ME about pets YOU know.	C R O W D
 <p>After planting a small seed, Jayden said, "Carlos, look! The magical garden!" Carlos said, "I told her I was helping the city." Jayden said, "So Carlos and Jayden said yes to the middle of the city and attach it to the top. They thought about how to make their garden."</p>	THEY GET BIG	Tell ME WHAT THEY grew from seeds. (plants)	C R O W D

Page	CAR	CROWD	
 <p>Did you see where the net was? It was hanging from the top of the garden. Did you see the net? It was hanging from the top of the garden. Did you see the net? It was hanging from the top of the garden.</p>	HE WANT IT RIGHT	WHO IS sitting IN THE net Jayden hung UP? (bird)	C R O W D
 <p>They were looking up at the building. They were looking up at the building. They were looking up at the building.</p>	THEY LOOK UP	Tell ME WHAT Jayden AND Mr. Curtis built.	C R O W D
 <p>He was pointing at the bird. He was pointing at the bird. He was pointing at the bird.</p>	HE HEAR IT	WHAT IS THE man pointing at? (bird)	C R O W D
 <p>They were looking out from the building. They were looking out from the building. They were looking out from the building.</p>	THEY GO OUT	Tell ME about your neighbors.	C R O W D
 <p>They were looking out from the building. They were looking out from the building. They were looking out from the building.</p>	SHE GO OUT FAST	Tell ME how YOU THINK Mama IS FEEL-ing.	C R O W D
 <p>They were looking out from the building. They were looking out from the building. They were looking out from the building.</p>	IT ALL RIGHT	Tell ME WHERE THEY PUT THE caterpillar. (box, jar, fort, ON, IN)	C R O W D

LESSON #25 — CONVENTIONAL: READING COMPREHENSION

JAYDEN'S IMPOSSIBLE GARDEN

Read to sequence events.

ANCHOR

Preparation/Materials Needed

1. Your classroom schedule.
2. Three sentence strips or separate pieces of paper – write an event from the beginning, middle, and end of your classroom schedule on each.
3. 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. Arrive at school
 - b. Shared reading
 - c. Recess

Activate Background Knowledge

SAY: *We have a schedule in our class. It helps us know what we do each 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.*

- Point to each of the events as you read them to the group.

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 each of the events as you read them 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 at the beginning and the end. This 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 compare this order to our schedule.*

- Point to an 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're going to read this book. The title is 'Jayden's Impossible Garden.' 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.

Set the Purpose

SAY: *Read/Listen so that you can decide which event happens at the beginning, middle, and end of this story. Here are the events:*

- The neighbors all rush out to see the fort.
- Jayden meets Mr. Curtis.
- Jayden and Mr. Curtis build the fort.

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.

- The neighbors all rush out to see the fort.
- Jayden meets Mr. Curtis.
- Jayden and Mr. Curtis build the fort.

Apply Activity

SAY: *You were reading/listening to remember what happened at the beginning, middle, and end of this story. I am going to read the events. Let's start by finding the one that happened first.*

- Read the list of events from the story.
 - The neighbors all rush out to see the fort.
 - Jayden meets Mr. Curtis.
 - Jayden and Mr. Curtis build the fort.
- Pause after each to give students a chance to indicate if they think the event happened first.
- 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 #26—CONVENTIONAL: VOCABULARY LESSON
JAYDEN'S IMPOSSIBLE GARDEN

Vocabulary Check-in

Description and Example	Target Words and Activity Items	Response Formats
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 discovered."	<ol style="list-style-type: none"> 1. Tell me about something you enjoy collecting. 2. Tell me about a time you lowered something. 3. Tell me about a time you searched for something. 4. Tell me about a time you played in a fort. 5. Tell me about any recycling you do. 6. Tell me about something you can attach to something. 7. Tell me about something you discovered. 8. Tell me about something you might weave. 9. Tell me about a time you rushed. 10. Tell me about someone who is a guardian. 	Students use all available forms of communication including the existing vocabulary on their AAC system to demonstrate understanding of the words.

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 for each student's sentence. Write the sentence on the bottom of the page.

STEP 1: REREAD THE CHART

SAY: *Our chart this week is about **Things We Like to Do Outside**. 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

Revising by Adding More

PREPARATION: For this lesson, you will need to start with writing that you did with the class during another recent lesson. Have it ready.

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?**

Provide students with their writing folder or with a collection of things they have written in the past.

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

LESSON #30 – MIXED GROUP: SELF-DIRECTED READING**Part 1: Teacher read aloud *Fort-Building Time***

(https://www.youtube.com/watch?v=EMPt22t_tKM)

This is a version of the book on YouTube. Try to get a copy of the book to read aloud to your students. They will learn more from your reading than listening to someone they do not know. However, if you can't find a copy, this or another recording will work. This is a read aloud intended to help students develop the habit of reading and potential get them interested in this book or others like it.

Part 2: Students Read Things They Select

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

TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Before you begin a new cycle, be sure to take time to reflect on your practice. Then access additional professional development to address areas where you want to building confidence and understanding.

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

