

Emergent Literacy Teaching Pack



Book of the Week: What did I see?

Resources

You will need:

- An electronic or printed copy of the book of the week. (The electronic versions are included in your resource download or available online as videos). The book is available in regular contrast or high contrast.
- Paper and pens
- 2 small whiteboards and whiteboard markers (optional if you prefer to use paper)
- A larger sheet of paper may be needed for predictable chart writing, depending on the size of your group
- Alternative pencil or writing tool for student(s) – see <https://janefarrall.net/toolsforwriting> for a range of options including templates to download and make
- Your student's AAC system(s)
- An AAC system for yourself to model with (optional if you can use a student's system to model)
- A range of books for student selected independent reading and shared reading
- Letters of the week cards or letters e.g. magnetic letters or bath letters. Cards to print are included in Appendix B if you need them.

You can access general information about comprehensive literacy instruction for emergent students at

www.comprehensiveliteracy.com/emergent-literacy

Communication Focus of the Week: (Descriptions)

Throughout the week, focus on the descriptions section in your student's AAC system. Use the descriptions to talk about the student, things you see and things you are doing.

- You can use colours to talk about the colours of things you see.
- You can talk about the size of things, animals and people.
- You can talk about texture or feel.
- You can talk about shape.

Use different categories of descriptions and enjoy playing with describing words.

Emergent Literacy Plan: What did I see? (Descriptions)

Day 1

Please note: You do not have to do the whole program in one block. Break it up, have fun and do it across the day.

Signing In

Begin each day by signing in. Have a whiteboard or a piece of paper ready. Sign in yourself and then ask your student(s) to sign in. Most emergent students will make a mark either with a pencil or they could use an alternative writing tool. If the way in which they write their name can't be understood by their intended audience, then say, "now let me show you how I would write it" and write their name. Put the whiteboard or paper somewhere visible to show who is in the group for today.

Writing from Adults - Morning Message

Now use the second whiteboard (or paper) to write a short message to your student(s). My suggestion would be: *"Good morning. Today is xxx and the sky is xxx."* (Write the day of the week and the colour of the sky). As you write, speak the message as well as writing it, to demonstrate that text is a code for speech.

Shared Reading

Each day of this week you will be doing shared reading with the book of the week. For more information about shared reading see <http://www.comprehensiveliteracy.com/shared-reading.html>.

Today you will be reading the book of the week for the first time – this is the book "What did I see?". Read the book through – and follow your student's lead. If they are very interested in a picture, stop and chat about it. If you need to take a break part-way through, that's OK. Generally, the first time we read a book for shared reading we read it through and don't stop much.

Part of your job is to attract their attention to the book, if you need to! Read it in an interesting way. If you need help to attract their attention, you can also use a puppet, toy or prop. The puppet or the toy is for you to handle and for you to use to get their attention to the book.

You can access movies of the books being read straight through online – or they are included in your download pack.

You can access a movie of the book being read straight through at <https://janefarrall.net/descbk>. The video of the high contrast book is at <https://janefarrall.net/descbkHC>.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Ss.

Watch a couple of letter S songs from [YouTube](#). Great playlists to investigate are:

Have Fun Teaching Alphabet Songs bit.ly/HFTalpha

ABC Mouse Alphabet Songs bit.ly/ABCalpha

Bounce Patrol Alphabet Songs bit.ly/bpalpha

Storyboys Alphabet Songs bit.ly/SBoalpha

Follow the enhanced alphabet routine (attachment A) to talk about the letter Ss.

Throughout the week you can also do other alphabet activities – jigsaws, books, games, etc. If possible, do some activities that use the whole alphabet and use this as an opportunity to talk about the letter of the day in context.

Writing with Adults – Shared Writing

Working together, you and the student(s) are going to write your own version of the book across. You can make it a low tech book or you can create it in an app like PowerPoint or Pictello.

The first line will be: On Monday I saw a You should do the writing and the student(s) will contribute ideas and language. Once you have written the sentence stem above, the student(s) should go to the animals section in their AAC system and choose an animal. If you are working with a group of students, they can each select an animal and then the group can vote which one will feature in the book for Monday.

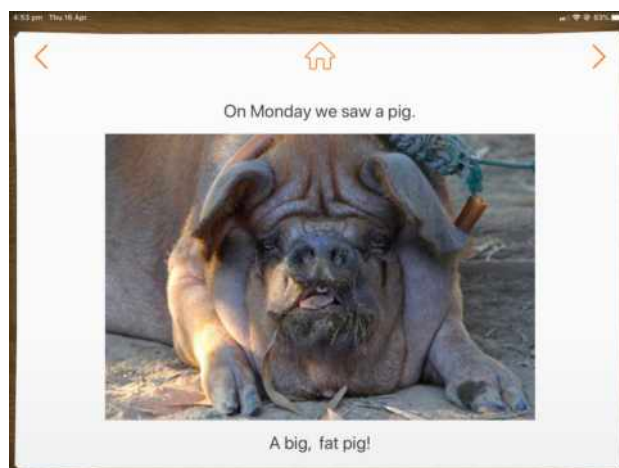
An example sentence would be “On Monday I saw a pig.”

Once you have chosen an animal, you can then go online and choose an appropriate picture – or draw an appropriate picture! Once again, you can use this as an opportunity to vote – or select one student to make the decision.

When the group has chosen a picture, then the students should go to the descriptions category in their AAC system and choose two appropriate description words.

Add an extra line to the writing, below the picture, which says “It was a XXXX, XXXX xxxx” e.g. It was a big, fat pig.

Your group writing for Monday should look similar to this when you have finished.



(Page created in [Pictello](#) app on iPad)

Self-selected Reading

Make a range of books available for the student(s) to browse and interact with. Students should have an opportunity to browse books as independently as possible and also an opportunity to read the book with an adult as a shared reading.

Writing by Myself

Set a topic of something to write about which will interest your student(s).

With the earliest emergent writers, we will often write about the task they have just been doing – playing on the swing or water play, etc.

For other writers we will set a topic using a photo or a video or a remnant/prop.

If you want to stay with the descriptions topic you could find some photos online of different animals. Get them to choose which photo they want to write about. Or you could use photos of them which involve descriptions.

You can also write about a completely different topic – a favourite person, place or a shared reading book. Some of my favourite writing prompts are:

<ul style="list-style-type: none"> ○ Elephant jumping on trampoline ○ Giraffes high diving ○ Sea Cucumber poop ○ World's Biggest Fart ○ Funny Animals Photos 	<ul style="list-style-type: none"> ○ Funny books ○ Photos of the student doing things ○ Photos of their favourite people ○ Photos of their favourite places
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Most of the writing prompts above offer a great opportunity to use description words.

Suggestion for today: Watch the Rollin Safari video at <https://www.youtube.com/watch?v=yItIJEdSAHw>. Ask the student to pick one of the animals in the video to write about, encouraging them to use description words – obviously the word “round” is a good one!

Once you have set the topic, check out the information at <https://comprehensiveliteracy.com/writing-by-myself.html#/> for guidelines around supporting different emergent students in writing.

Emergent Literacy Plan: What did I see? (Descriptions)

Day 2

Signing In

Sign in, following the directions from day 1.

Writing from Adults - Morning Message

Write a morning message. Write about something that you are going to do today e.g. read a book, do some writing, eat lunch. Try and include a word from the descriptions section in your student's AAC system in your morning message.

Shared Reading

You are going to read the same book as yesterday again. Once again, if your student(s) show particular interest in a page, that is a good place to stop and interact with them. Otherwise, have a focus today on the different description words in the book. Find some of them in the descriptions section of your student's AAC system.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Ww

Watch a couple of letter W songs from [YouTube](#).

Follow the enhanced alphabet routine (attachment A) to talk about the letter Ww.

Read a letter Ww book on TarHeel Reader e.g.

<https://tarheelreader.org/2019/05/13/the-w-book-2/>

Writing with Adults – Shared Writing

The next page in your writing will be: On Tuesday I saw a You should continue to do the writing and the student(s) will contribute ideas and language. Once you have written the sentence stem above, the student(s) should go to the animals section in their AAC system and choose an animal. If you are working with a group of students, they can each select an animal and then the group can vote which one will feature in the book for Tuesday.

Once you have chosen an animal, you can then go online and choose an appropriate picture – or draw an appropriate picture! And again the student(s) should go to the descriptions section in their AAC system and select two appropriate description words.

Your Tuesday page should be similar to your Monday page (see example above).

Self-selected Reading

Make a range of books available for the student(s) to browse and interact with. Students should have an opportunity to browse books as independently as possible and also an opportunity to read the book with an adult as a shared reading.

Writing by Myself

Complete another piece of writing, using the information from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Suggestion for today: Watch the video 6 Funniest Animal Farts of All Time at <https://www.youtube.com/watch?v=MewH2hJAwFY>. Have the student(s) pick one of them and write about it – don't forget to use description words when talking about them!

Emergent Literacy Plan: What did I see? (Descriptions)

Day 3

Signing In

Sign in, following the directions from day 1.

Writing from Adults - Morning Message

Write a morning message. Write about something that you are going to do today e.g. read a book, do some writing, eat lunch. Try and include a word from the descriptions section in your student's AAC system in your morning message.

Shared Reading

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, have a focus on talking about some of the animals using describing words that aren't in the book.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Aa.

Watch a couple of letter Aa songs from [YouTube](#).

Follow the enhanced alphabet routine (attachment A) to talk about the letter Aa.

Talk about people you know or places you have been which start with A. If you don't have any of those, talk about foods that start with A.

Writing with Adults – Shared Writing

The next page in your writing will be: On Wednesday I saw a You should continue to do the writing and the student(s) will contribute ideas and language. Once you have written the sentence stem above, the student(s) should go to the animals section in their AAC system and choose an animal. If you are working with a group of students, they can each select an animal and then the group can vote which one will feature in the book for Wednesday.

Once you have chosen an animal, you can then go online and choose an appropriate picture – or draw an appropriate picture! And again the student(s) should go to the descriptions section in their AAC system and select two appropriate description words.

Your Wednesday page should be similar to your Monday page (see example above).

Self-selected Reading

Make a range of books available for the student(s) to browse and interact with. Students should have an opportunity to browse books as independently as possible and also an opportunity to read the book with an adult as a shared reading.

Writing by Myself

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Suggestion for today: Ask student to pick a page from the book of the week and write about the animal on the page.

Emergent Literacy Plan: What did I see? (Descriptions)

Day 4

Signing In

Sign in, following the directions from day 1.

Writing from Adults - Morning Message

Write a morning message. Write about something that you are going to do today e.g. read a book, do some writing, eat lunch. Try and include a word from the descriptions section in your student's AAC system in your morning message.

Shared Reading

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, have a focus on feelings and talk about how you might feel if you saw the animals in the book.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Tt.

Watch a couple of letter Tt songs from [YouTube](#).

Follow the enhanced alphabet routine (attachment A) to talk about the letter Tt.

Read a letter T book on TarHeel Reader e.g.

<https://tarheelreader.org/2013/01/20/the-letter-t-5/>

Writing with Adults – Shared Writing

The next page in your writing will be: On Thursday I saw a You should continue to do the writing and the student(s) will contribute ideas and language. Once you have written the sentence stem above, the student(s) should go to the animals section in their AAC system and choose an animal. If you are working with a group of students, they can each select an animal and then the group can vote which one will feature in the book for Thursday.

Once you have chosen an animal, you can then go online and choose an appropriate picture – or draw an appropriate picture! And again the student(s) should go to the descriptions section in their AAC system and select two appropriate description words.

Your Thursday page should be similar to your Monday page (see example above).

Self-selected Reading

Make a range of books available for the student(s) to browse and interact with. Students should have an opportunity to browse books as independently as possible and also an opportunity to read the book with an adult as a shared reading.

Writing by Myself

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Suggestion for today: Student should pick a photo of and write about it and how you are feeling.

Emergent Literacy Plan: What did I see? (Descriptions)

Day 5

Signing In

Sign in, following the directions from day 1.

Writing from Adults - Morning Message

Write a morning message. Write about something that you are going to do today e.g. read a book, do some writing, eat lunch. Try and include a word from the descriptions section in your student's AAC system in your morning message.

Shared Reading

You are going to read the book again. Once again, if your student(s) show particular interest in a page, that's a good place to stop and interact with them. Otherwise, use the pages to talk about the animals and places where you might see them.

Working with Letters and Sounds - Letter of the Day

Today we are going to review the letters that have been a focus across the week.

Begin by reading an alphabet book. You can use one you have in your collection or you can use a book from Tar Heel Reader. There are lots on Tar Heel Reader e.g. <https://tarheelreader.org/2008/09/26/bands-a-z/>, <https://tarheelreader.org/2016/07/18/cookie-monsters-abc/2/>, <https://tarheelreader.org/2014/10/10/games-alphabet/>

As you read the book, put a big emphasis on the four letters we've covered this week – S, W, A, T.

The next activity is an alphabet sort. Collect a range of different letter cards and shapes (magnetic letters, bath letters, etc) into a container. Take them out of the container and sort them into four groups, one for each letter.

Talk about the letters, their names and sounds, as you do the letter sort. If a student puts a letter in the wrong group, pick it up and talk about it and show them where you would put it. Make sure you continue to be positive and encouraging – talk about the difference and similarities between the letters.

Writing with Adults – Shared Writing

The final page in your writing will be: On Friday I saw a You should continue to do the writing and the student(s) will contribute ideas and language. Once you have written the sentence stem above, the student(s)

should go to the animals section in their AAC system and choose an animal. If you are working with a group of students, they can each select an animal and then the group can vote which one will feature in the book for Friday.

Once you have chosen an animal, you can then go online and choose an appropriate picture – or draw an appropriate picture! And again the student(s) should go to the descriptions section in their AAC system and select two appropriate description words.

Your Friday page should be similar to your Monday page (see example above).

You have now finished the book – and can read it together to finish. If the book is low-tech then you can add it to the classroom library. If it is high tech then print the book out and publish it into the classroom library. It can go with your other books for self-selected reading. They are usually some of the students' favourite books.

Self-selected Reading

Make a range of books available for the student(s) to browse and interact with. Students should have an opportunity to browse books as independently as possible and also an opportunity to read the book with an adult as a shared reading.

Writing by Myself

Complete another piece of writing, using the guidelines from Day 1 and from <https://comprehensiveliteracy.com/writing-by-myself.html#/>

Suggestion for today: Write about your favourite animal and talk about describing words you could use for it.

And don't forget - you can access general information about comprehensive literacy instruction for emergent students at www.comprehensiveliteracy.com/emergent-literacy

Enhanced Alphabet Instruction Routine

Daily alphabet instruction with the letter of the day

Step 1 - Explanation of Objective

Today you will be learning the name, sound, and how to write the letter _____. Learning this letter will help you to read and write many words.

Step 2 - Letter Identification

LETTER NAME

This is the letter _____ (use letter name). This is the uppercase letter _____ (use letter name). This is the lowercase letter _____ (use letter name). *As you talk, show or write the letters. If the student uses an alternate pencil or keyboard, demonstrate how you can find it on their writing tool as well.*

Let's practice naming this letter. What is this letter? You can say it with your mouth or you can say it in your head. *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter name either out loud or with their inner voice.*

LETTER SOUND

This is the letter _____ (use letter name). This letter represents the sound _____ (use most common sound). *As you talk, show or write the letters.* Talk about people, places or things which include that letter sound in their name and which might help the student to remember the sound.

Let's practice saying the sound this letter represents. The letter _____ (use letter name) represents the sound _____ (use most common sound). Let's say it together - you can say it with your mouth or you can say it in your head. *Point to uppercase and lowercase letters in different orders at least three times, reminding students to say the letter sound either out loud or with their inner voice.*

Step 3 - Recognising the Letter in Text

Now, let's look for the letter _____ (use letter name). *Have some text ready to search for the letter. You can look for it in books, signs, advertising material or other print in the environment. Each time they find the letter, encourage students to say both the letter name and the letter sound - either out loud or in their head. If a student cannot point to letter, use partner assisted scanning to encourage them to find the letter in print.*

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Enhanced Alphabet Instruction Routine

Continued...

Step 4 - Producing the Letter Form

TEACHER PRODUCES THE LETTER

Let me show you how to write the letter _____ (use letter name). This is _____ (write upper case letter and use letter name) and this is _____ (write lower case letter and use letter name). *As you write the letters, talk about how to write them and about their shape e.g. To write uppercase A I go up and then down and then I do a separate line across. Uppercase A looks a bit like a tent - it has a point at the top.*

STUDENT PRODUCES THE LETTER

If student uses an alphabet flip chart:

Let's practice writing the letter _____ (use letter name) together using the flip chart. *Practice finding and pointing to uppercase and lowercase forms using flip chart(s), showing the student how they would navigate to them.*

If student uses an keyboard, letter board or alphabet page in their AAC system:

Let's practice writing the letter _____ (use letter name) together using the keyboard/letter board. *Practice finding and pointing to uppercase and lowercase forms using their writing tool.*

If student uses pencil or a marker:

Let's practice writing the letter _____ (use letter name) together using a pencil/marker. *Practice writing uppercase and lowercase forms using a pencil or marker.*

Step 5 - Summary

Now we know the name of this letter. It is the letter _____ (use letter name). It represents the sound _____ (use most common sound). Now we can use this letter to help us read and write many words.

Thanks to Mary-Louse Bertram at Durham Road School for her input.

Handout based on the article below and on information from the Centre for Literacy and Disability Studies.

Letters of the week – Descriptions Book

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Letters of the week – Descriptions Book

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