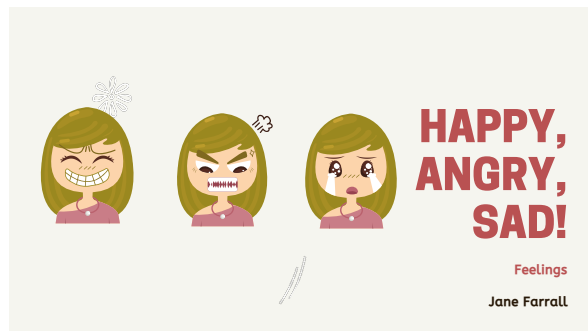


Emergent Literacy Teaching Pack



There are two options for the book of the week – “Happy, Sad and Mad: A day of feelings” or “Happy, Angry, Sad! Feelings”.

Resources

You will need:

- An electronic or printed copy of either or both books. (The electronic versions are included in your resource download or available online as videos). The books are 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

Throughout the week, talk about feelings as you see them happening or as you feel them. Use the feelings page(s) in your student's AAC system and in your modelling system.

Remember: the best time to learn about feelings is when we are feeling them – so talk about “happy” when you see it or feel it, talk about “angry” when you see it or feel it, etc.

Emergent Literacy Plan

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. I am feeling xxx. How are you feeling?*" 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>.

There are two options for the book of the week this week – a book with rhyming text called "Happy, Sad and Mad: A day of feelings" and a book with simpler text called "Happy, Angry, Sad: Feelings". You can read either or both of them during the week.

Read one of the books 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.

The simpler book can be found at <https://janefarrall.net/feelbkvid>. The video of the high contrast book is at <https://janefarrall.net/feelbkvidHC>.

The rhyming book can be found at <https://janefarrall.net/feelrhyme> or the high contrast book is at <https://janefarrall.net/feelrhymeHC>.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Ff.

Watch a couple of letter F 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

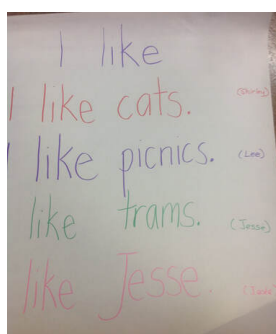
Follow the enhanced alphabet routine (attachment A) to talk about the letter Ff.

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 – Predictable Chart Writing

Writing with Adults – If you have a group

- Pick a topic that is highly personalized and interesting to the student; E.g. our summer holiday; my favourite movies; my family; trains
- If you can't think of another topic, then the topic can be "Feelings" since that is a theme for this week
- Take your turn first. If you are focusing on feelings, write the sentence stem – "I feel" and then model selecting the final word from the feelings section in your AAC system. Write the final word and then put your name in brackets.
- Each person in the group should have their turn, including all the adults.
- The chart should look similar to this when you have finished:



Writing with Adults – If you are working 1:1

Using this approach you are going to generate a book across several weeks instead of a book per week.

- Pick a topic that is highly personalized and interesting to the student; make sure you pick topics that can work across several weeks E.g. our summer holiday; my favourite movies; my family; trains
- Work with the student to pick an appropriate picture for this week.

(Please note: If you have already started this on a previous week then continue with the topic you have already started, creating one more page this week and starting by picking or creating the next picture today)

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 feelings topic you could take photos of the student modelling different feelings. Get them to choose which photo they want to write about.
- There's also some videos you could use.
 - [Inside out: Guessing the feelings](#)
 - [StoryBots Emotions](#)
 - [Feelings – The Kids' Picture Show](#)
 - [Sesame Street: Name that Emotion with Murray](#)

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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Suggestion for today: watch the video of the elephant jumping on the trampoline and write about how the video makes you feel.

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

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.

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 feelings in the book. Try making those feelings with your face – and have fun!

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is li.

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

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

Read a letter li book on TarHeel Reader e.g.
<https://tarheelreader.org/2010/04/12/letter-i/>

Writing with Adults – Predictable Chart Writing

Writing with Adults – If you have a group

- Re-read the chart from yesterday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- For students with complex communication needs, you might record their line on a talking switch (e.g. BIGmack) or in an app like [TapSpeak Sequence](#) or [SmoothTalker AAC](#).
- For early emergent students, students who are at levels 1 and 2 on the developmental writing scale, the emphasis is on recognising their name rather than reading the whole line. You might say something like – “oooh, I wonder who wrote the next line. Hmmmm.... I can see a name starting with S” – and then use a big expectant pause, look at the student if needed, and maybe get another adult to whisper a prompt to the student. Make sure you fade that prompting over time.

Writing with Adults – If you are working 1:1

- Remind the student of the photo/picture that you picked yesterday. Now, using AAC, generate a simple 3- 5 word sentence about the picture. Ask the student to have a go at coming up with words about the picture – this could be an opinion or a description or anything suitable. Use the words that they have chosen to write a sentence about the picture – adding in little words as needed.

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 of the elephant jumping on the trampoline and write about how the elephant might be feeling.

Emergent Literacy Plan

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.

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 picking feelings and talking about when you (and/or the student) felt those feelings. For example "I was so happy when I went to the beach" or "I was really tired when we went to the park". Use the places section in the AAC section to relate the feelings to the places.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Nn.

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

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

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

Writing with Adults – Predictable Chart Writing

Writing with Adults – If you have a group

- Re-read the chart from yesterday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- Have the student(s) sentences already written out – and your own sentence too.
 - For your most emergent students (DWS levels 1 and 2 and possibly 3), cut the name away from the sentence, so you end up with two pieces. Stick their sentence down in their writing book in front of them and then ask them to stick their name down. Make sure they stick it wherever they choose to stick it - we measure progress by seeing the changes they make in positioning it. Once they've done this, then model doing it yourself with your own sentence. Make a big fuss of the fact that

you are sticking your name at the end. Once a student is putting their name down at the end for three weeks, then move onto working the next level.

- For students at DWS levels 3 – 6, you would cut the sentence up for them. Let them have a go at sticking their sentence down, and then model doing it with your sentence. Each week use this as an opportunity to explicitly model a different skill. For example, one week you might say “I is the first word. That means I need to put it up the top on the left” and another week you might say “the first thing I want to do is put the words in order. Which one goes first? Let me look at the chart”

Writing with Adults – If you are working 1:1

- Re-read the sentences you wrote yesterday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- For students with complex communication needs, you might record their line on a talking switch (e.g. BIGmack) or in an app like TapSpeak Sequence.
- For students who are at levels 1 and 2 on the developmental writing scale, the emphasis is on recognising their name rather than reading the whole line. You might say something like – “oooh, I wonder who wrote the next line. Hmmmm.... I can see a name starting with S” – and then use a big expectant pause, look at the student if needed, and maybe get another adult to whisper a prompt to the student. Make sure you fade that prompting over time.

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: Pick a page from the book of the week and write about a time you felt that way.

Emergent Literacy Plan

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.

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 people and use them to talk about feelings. For example, I feel happy when I see my Mum. When I feel sick, I go to the doctor.

Working with Letters and Sounds - Letter of the Day

Our letter of the day today is Gg.

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

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

Read a letter G book on TarHeel Reader e.g.
<https://tarheelreader.org/2009/07/26/letter-g/>

Writing with Adults – Predictable Chart Writing

Writing with Adults – If you have a group

- Re-read the chart following the instructions for Day 2.
- Talk about illustrating the chart.
- Collect appropriate pictures (go and take photos or find images on Google or do illustrations).

Writing with Adults – If you are working 1:1

- Re-read the chart from yesterday. This is a good time to emphasise names for very emergent students and that the words get repeated again and again for students who are closer to conventional.
- Have the student(s) sentences already written out – and your own sentence too.
 - For an early emergent students (DWS levels 1 and 2), cut the name away from the sentence, so you end up with two

pieces. Stick their sentence down in their writing book in front of them and then ask them to stick their name down. Make sure they stick it wherever they choose to stick it - we measure progress by seeing the changes they make in positioning it. Once they've done this, then model doing it yourself with your own sentence. Make a big fuss of the fact that you are sticking your name at the end. Once a student is putting their name down at the end for three weeks, then move onto working the next level.

- For students at DWS levels 3 – 6, you would cut the sentence up for them. Let them have a go at sticking their sentence down, and then model doing it with your sentence. Each week use this as an opportunity to explicitly model a different skill. For example, one week you might say "I is the first word. That means I need to put it up the top on the left" and another week you might say "the first thing I want to do is put the words in order. Which one goes first? Let me look at the chart."

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: Pick a photo of yourself and write about it and how you are feeling.

Emergent Literacy Plan

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.

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 how different foods make you feel. For example, brussel sprouts make me sad. Cake makes me happy.

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 – F, I, N, G.

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 – Predictable Chart Writing

Writing with Adults – If you have a group

- Re-read the chart following the instructions for Day 2.
- Turn the chart into a book - you might want to use PowerPoint or Pictello to do this.

- 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.

Writing with Adults – If you are working 1:1

- Make up the student's page and your page in a program like PowerPoint or Pictello. Combine the graphics and text.
- Print the page out – talk about how you are authors and you are writing a book.

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 activity in the world and how it makes you feel.

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.*

Continued over page

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 – Feelings Book

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Letters of the week – Feelings Book

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