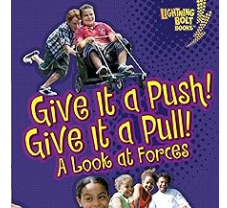


Shared & Guided Reading Activities to Support Comprehensive Literacy Instruction



Book/Activity Title: Give It a Push! Give It a Pull
by Jennifer Boothroyd

Guided Reading/Word Study Ideas

Activities for Students who have a means of symbolic communication and interaction, engage and interact during Shared Reading, understand that print has meaning, and show Alphabet Knowledge

Reading Purpose	Read	Student Participation
As you read the first 2 chapters, model Core Words . Write the core words on a white board. Ask simple questions to encourage students to use Core in answers	Reading 1 vocabulary	Students use core words to comment, ask or answer using speech, AAC system and/or Core + Fringe . The teacher can point to the text on the whiteboard as students provide them.
Examine the text features: Table of Contents, Text boxes, Glossary, Index Model Core Words for Table of Contents and Glossary. Invite students to find the words in their core vocabulary.	Reading 2 Text & Book Features	Students use the words using speech, AAC and or COrre + Fringe for the Table of Contents and the glossary.
Read additional chapters, modeling Core Words and writing them on a whiteboard. Ask simple questions to encourage students to use Core in answers	Reading 3 vocabulary	Students use core words to comment, ask or answer using speech, AAC system and/or Core + Fringe . The teacher can point to the text on the whiteboard as students provide them.
Predictable Chart Writing: I can ____ (push, pull, stop, go, move, see)	Reading 4 Shared writing	Students use speech, writing, alternative pencils or AAC to fill in the blank

Materials: [Predictable writing chart](#), [alternative pencils](#).

Communication Supports: AAC System, Core board, [activity related picture supports](#), [voice output communication buttons](#).

Activity Expansion:

[You Tube read aloud](#)

Ball Toss Game (at the end of the book)

Make a [Newton's Cradle](#) (or use one if you have one :)

Fan Activity: Watch the forces of a strong wind vs. a gentle wind on a balloon using a fan with different settings and a balloon. Do the same with an object that is heavy vs. light. Have the students describe the force using speech, AAC, core + fringe, alternative pencils.

Do an Egg Drop Challenge. Ask students to choose how to cushion the eggs. When you are done...

Make scrambled eggs or egg drop soup :-)

Planning for Students at Emergent Literacy Levels:

Shared Reading: Read the book daily using the CAR/CROWD strategies.

Focus on interaction. Look for indications of the student directing interactions.

Alphabet Knowledge: While reading, during writing, and at other times during the day, identify meaningful alphabet letters using an alternative pencil and or writing them on a white board. Offer an alternative pencil to the student to select a letter, then say a word that begins with that letter and relates to the activity.

- Focus on letter P for Push and Pull . Do activities where student is Pushed and Pulled and show P on an alternative pencil along with picture supports.
- Point out letters and label words in their environment that start with P
- Talk about P sounds when you encounter them in everyday activities
- Provide opportunities to play with letter shapes and sounds
- Use student names

Phonological Awareness:

Activities created to bring attention to rhyme, rhythm, alliteration and predictability.

Tap out rhythms for multisyllable words,

<https://literacyforallinstruction.ca/alphabet-phonological-awareness/>

Shared Writing: Use Predictable Chart Writing from the [table above](#). Use the structured lesson across the week.

Use supports like alternative pencils in activities throughout the day to help students select a letter while the adult applies a contextually meaningful word.

Self-Selected Reading: Make this book available to students for Self-Selected Reading time. Also make available any books that have been previously created from Predictable Chart Writing, or any books that have been made specifically for your student.

Shared Reading Focus: Interaction and meaning making while adult and student read together

During shared reading the adult reader:

- encourages communication
- follows students' interests
- attributes meaning to all attempts: purposeful or random
- encourages the student to touch and interact with the book
- makes connections between book and students experiences
- thinks aloud to model thought processes
- models using student's communication system
- uses objects to sustain attention, interest and help students make connections.

Follow the C.A.R.

- Lead with a COMMENT
 - Stop and wait 5+ seconds
- Ask a QUESTION
 - Stop and wait 5+ seconds
- RESPOND by adding more

Continue to Follow the CAR until you are confidently waiting, making comments, and asking students to participate without requiring it. You can begin putting the CROWD in the CAR when you are doing all of these things and your students are starting to lead the shared reading interaction with their own comments, responses, and questions

Put the CROWD in the CAR

- Completion- leave a blank at the end of a sentence, students fill it in, typically used in books with repetitive phrases, rhyme
- Recall- questions about what just happened
- Open- Ended- questions that do not have a specific answer, “Tell me what’s happening in this picture.”
- Wh-Questions- typically focus on pictures, “What does that man have?”
- Distance- Questions that build a bridge between the book and personal experience, “There were farm animals in the book. What farm animals did you see at the farm?”

<https://literacyforallinstruction.ca/shared-reading/>