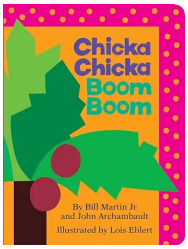
Shared & Guided Reading Activities to Support Comprehensive Literacy Instruction



Book/Activity Title: Chicka Chicka Boom Boom by Bill Martin

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
Shared Reading - read with focus on communication interaction. Use CAR /CROWD strategies to encourage student participation. Model with visual supports like Core + Fringe vocabulary.	Reading 1 Shared reading and vocabulary	Students comment or answer spontaneously throughout the reading using speech, visual supports like Core + Fringe vocabulary and/or personal AAC systems.
Listen for nonsense words. Write them on a white board as you read. When you are done reading, revisit the list and identify the first letters.	Reading 2 Alphabet Knowledge	Students help identify nonsense words using speech, gestures, voice or voice output buttons. Students help identify first letters using speech or alphabet pages and/or alternative pencils.
Tap or clap out the rhythm while reading and/or singing.	Reading 3 Phonemic Awareness	Students can use tap sticks. They might use modified holders as tolerated. They can also tap with hands or other body parts or any movement they choose.
Use an alphabet board to model as you read the book.	Reading 4 Alphabet Knowledge	Students are provided with alphabet alternatives to meet their needs to “read along”’
Predictable Chart Writing: My favorite letter is ___.	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:
YouTube Read Aloud
Cooking: Make coconut rice or coconut mango pudding

Crafts: Make coconuts and add letters to them 

You can make the coconuts from textured paper, fabric, sand paper, etc. or add coconut to brown paint and paint them. These options provide different textures.
Art: Make coconut frond pictures using green paint and painting with forks.

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.

- read alphabet books
- point out letters and print in the environment
- talk about letters and their sounds when you encounter them in everyday activities
- provide opportunities to play with letter shapes and sounds
- explicitly reference letter names and sounds in shared reading and writing activities
- use mnemonics and actions
- use student names!

Phonological Awareness:
Activities created to bring attention to rhyme, rhythm, alliteration and predictability.
Tap out rhythms,
draw attention to rhymes,
Word onsets
Predictability
Use words that are meaningful to students (names, words seen often)
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/