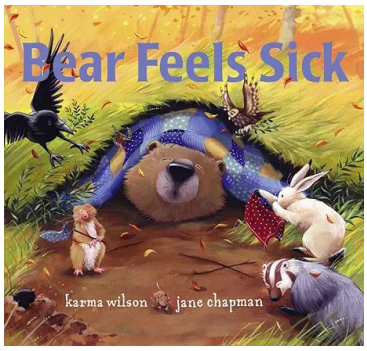
Shared & Guided Reading Activities to Support Comprehensive Literacy Instruction



Book/Activity Title: Bear Feels Sick by Karma Wilson

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 the repetitive phrase "Bear feels sick". Write the variations of the phrase on a white board.	Reading 2 Choral reading	Students help identify repetitive phrases using speech, voice output buttons, AAC and/or Core + Fringe vocabulary.
Listen for rhyming word pairs. Write them on a whiteboard or circle them on a poster.	Reading 3 Phonemic Awareness	Students help identify rhyming word pairs using speech, voice output buttons, AAC and/or Core + Fringe vocabulary.
Listen for verbs about what Bear does and what the friends do. Make lists of those verbs on a whiteboard or poster.	Reading 4 Vocabulary	Students help identify verbs and animals using speech, voice output buttons, AAC and/or Core + Fringe vocabulary.
Predictable Chart Writing: When I am sick I ___.	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
Clicker Activities under construction
Build a bear den
Treating a Teddy Bear shape matching
Rice Cake Bear Snack

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/