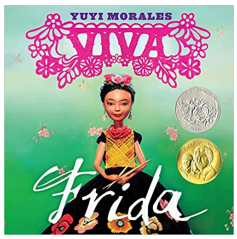
# Shared & Guided Reading Activities to Support Comprehensive Literacy Instruction




## Book/Activity Title: Viva Frida by Yuyi Morales

### 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 |
|---|---|---|
| Read to Chat (Social +Communication) (**See below for possible "chat" focus words to model on AAC system or core board) | Reading 1 | Talk about self-portraits. Individualize a way for each of your students to make a self-portrait.<br>Optional: Write an opinion piece about Frida or another artist.<br>E.g. I think Frida was ___. |
| Art vocabulary (e.g. art, artist, do, look, see, make, think, dream, idea, show, paint, brush, paper, on, in, color) link to pic supports for fringe | Reading 2 | Participate in a painting project. Model words discussed in Chat during first read. Sign your art. |
| Find the "I" text<br>Use AAC or Core Board to model after finding text. | Reading 3 | Write "I + Verb" sentences in predictable chart writing |
| Find verb initial letters.<br>Use keyboard, alpha board or alternative pencil. | Reading 4 | Choose an initial letter and make a student – focused word poster page. |

Materials: book, Easel for predictable chart writing, Text cards to match with picture cards
Communication Supports:AAC systems, core board, vocabulary pages, fringe vocabulary
Individual picture cards for closed set selection
Picture cards of verbs

****Possible script for Chat + Model. (Use expectant wait strategy)**

- You and I will read a book.
- It is a book about Frida.
- Frida was famous. Many,many people know about her.

- The book is called “Viva Frida”.
- “Viva” is a Spanish word that means “Live”.
- Yuli Morales wrote the book and made the pictures.
- I’m thinking. I wonder why the author used the Spanish word “Viva” instead of “live”. Hmmm. Let’s you and I give that a think while we read the book.
- (Title Page) Viva Frida by Yuji Morales. Oh! Look at this title page! Do you know what these things are?
- Oh and look! Who is peeking over the edge of the table? And what is in his hand?
- (Page 1) There she is! That is Frida! And do you see what is flying? *“I am. I…”*
- (Page 2) *“search”.* Let’s think of another word for “search”. There is a lot of looking on this page. (dog, monkey, Freda, other artist) I wonder what Frida is searching for.
- (Page 3) *“I see”.* I think that Monkey is showing her something. What do you think is in the box?
- (Page 4) *“ah-ha!”* Oooh, They are all looking in it. I wonder What it is.
- (Page 5). *“I play”* . I think that toy is fun and a little scary. What do you think?
- (Page 6) *“I know”.* Huh! I wonder what she knows. Do you know?
- (Page 7) “I dream”. She shuts her eyes. She is thinking ideas inside her head.
- (Page 8) *“And I realize…”* Oh no! What is happening?
- (Page 9) *“that”* She is comforting that deer. I wonder what she is saying to it.
- (Page 10) *“I feel”* Look. She is helping it. She knows it hurts.
- (Page 11) *“ And I understand”*
- (Page 12) *“that I love”*
- (Page 13) “and create” Oh look, she is painting a picture about it. “*And so…”*
- (Page 14) *“I live”*
- I’ve got more to say. I know something special about Frida. She painted pictures of herself more than any other artist. It’s called a self-portrait.

Activity Expansions:
Self-portrait choices:

1) no accommodations. Student chooses medium and completes the self portrait
2) Someone skilled sketches student’s face with a sharpee on canvas and student pants over it.
3) Color pages of sketch.
4) Student glues cut out of face parts to a background paper. (ala Picasso?)
5) Create an online avatar https://face.co/ And other sites

## 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/