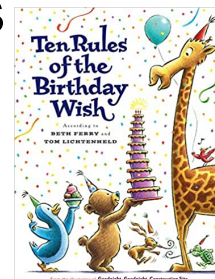


# Shared & Guided Reading Activities to Support Comprehensive Literacy Instruction



**Book/Activity Title: Ten Rules of the Birthday Wish by Beth Perry & Tom Lichtenheld**

## 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 along and actively participate in sequences. Particularly focus on parts of making a wish Maybe draw those steps on a white board  <a href="#">Pic support link</a>	Reading 1 vocabulary	Pantomime or go through the steps as a class. Light candles, close eyes, take a deep breath, think of (make) a wish, blow  Students choose a step using the pictures. Put the students in left -to- right sequences to act out the steps.
Birthday wish rules list	Reading 2 Model list writing	Model rules list writing on Poster paper
Sublists Party items, desserts, lights	Reading 3 Shared list writing	Find in the book. Write on list paper or white board
Identifying favorite desserts Also Wish ends in shhhhh!	Reading 4 Alphabet Knowledge	Students Identify the first letter. They can select a letter, maybe using an <a href="#">alternative pencil</a> , and you find desserts with that letter, or they choose a dessert and help to identify the first letter.

**Materials** : poster paper, list paper, white board, [alternative pencil](#)

**Communication Supports** : AAC System, Core board, [activity related picture supports](#)

## **Activity Expansion**

- Make Birthday Party Mug Cake:  
<https://accessiblechef.com/recipes/birthday-party-mug-cake/>

- Think of a variety of birthday treats besides cake - how would you affix candles?
- Put a variety of things in gift boxes. Using core vocabulary with direct selection or Partner Assisted Scanning, have students each select a box, then say "open it" or "I can open it". And "I found \_\_\_\_"
- Think of other times you make wishes (wishing rocks, crossing fingers, wishbone)
- Using [Predictable Chart Writing](#), have students write either "I wish I could.." or "I want to .." to see they mean almost the same thing.

## 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/>