










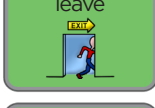
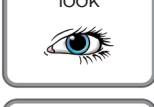
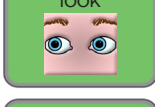
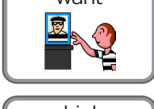



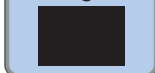
20,000 Leagues Under the Sea

SMART CHARTS • LAMP WFL 84 Full

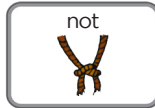
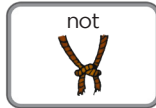


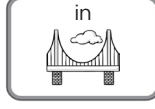
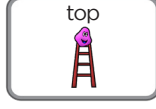



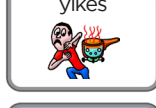

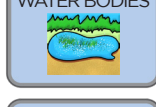
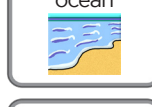



Try modeling the phrases in the charts below when talking about the story.

he/we go	he/we go under	go top	go top ocean	this large	yikes this large
he/we look	he/we look ocean	submarine go	submarine go under	leave submarine	leave this submarine
he wants	he wants leave	look large	this look large	wants help	he wants help
help go	help go look	he/we not	he/we not leave	we leave	we leave submarine

LAMP WFL 84 Full

he		
we		
go		
help		
leave		
look		
wants		
large		
		

LAMP WFL 84 Full

not		
this		
top		
under		
yikes		
ocean		
		
submarine		
		









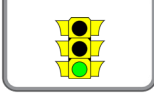


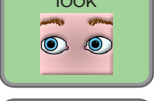




20,000 Leagues Under the Sea

SMART CHARTS • UNITY 84 Sequenced






Try modeling the phrases in the charts below when talking about the story.

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house

Unity 84 Sequenced

he		he	
we		we	
go		go	
help		help	
leave		LEAVE	
look		look	
wants		wants	
large		LARGE	

Unity 84 Sequenced

not		not	
this		this	
top		top	
under		under	
yikes		yikes	
ocean		NATURE	
ocean		ocean	
submarine		VEHICLES	
submarine		submarine	








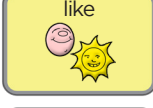





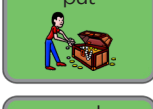


Anne of Green Gables

SMART CHARTS • LAMP WFL 84 Full

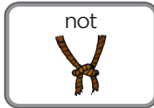
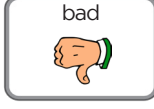



Try modeling the phrases in the charts below when talking about the story.

they live	they live house	not that	not put that	they happy	they happy
he/she like	he/she like that	hair bad	that hair bad	not like	he/she like that
he/she not	he/she not like	she sick	she help sick	in house	live in house
put in	put in bad	like read	she like read	she help	she help house

LAMP WFL 84 Full

he		
she		
they		
like		
help		
live		
put		
read		

LAMP WFL 84 Full

not		
happy		
bad		
in		
that		
hair		
house		












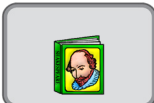

Anne of Green Gables

SMART CHARTS • UNITY 84 Sequenced

Try modeling the phrases in the charts below when talking about the story.

they live	they live house	not that	not put that	they happy	they happy
he/she like	he/she like that	hair bad	that hair bad	not like	he/she like that
he/she not	he/she not like	she sick	she help sick	in house	live in house
put in	put in bad	like read	she like read	she help	she help house

Unity 84 Sequenced

he		he 
she		she 
they		they 
like		like 
help		help 
live		live 
put		put 
read		read 

Unity 84 Sequenced

not		not 	
happy		happy 	
bad		bad 	
in		in 	
that		that 	
hair		COMB 	hair 
house		house 	

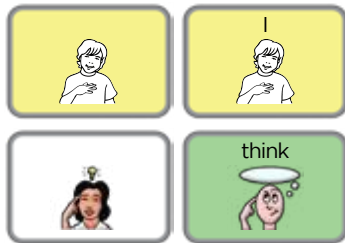
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Book Title 1

Book Title 2

Book Title 3



I think



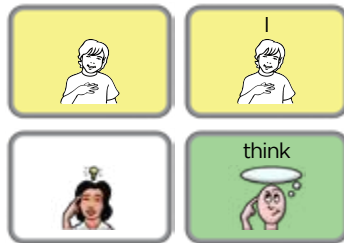
Good



Okay



Not my favorite



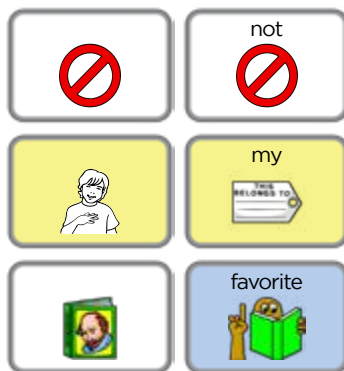
I think



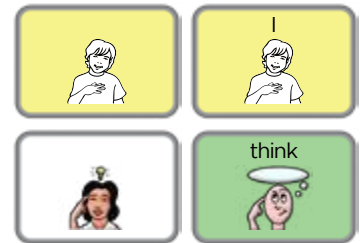
Good



Okay



Not my favorite



I think



Good



Okay



Not my favorite

Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Use this version for those who want to share their own ideas.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
It's good because:	It's good because:	It's good because:
It's just okay because:	It's just okay because:	It's just okay because:
It's not my favorite because:	It's not my favorite because:	It's not my favorite because:

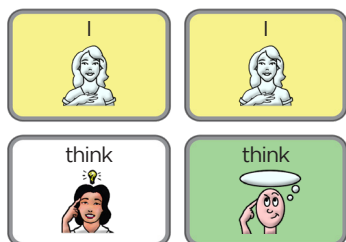
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Book Title 1

Book Title 2

Book Title 3



I think



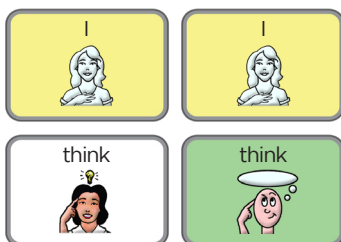
Good



Okay



Not my favorite



I think



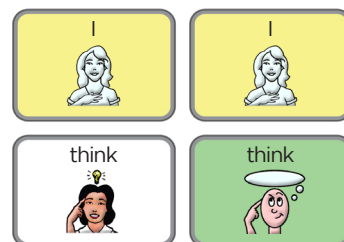
Good



Okay



Not my favorite



I think



Good



Okay



Not my favorite



Book Tasting Results

As each student reads his review, add a mark to the correct box. When everyone has finished, count up the marks. This will be the book selection for this month.

Book Title 1			Book Title 2			Book Title 3		
Good	Okay	Not Favorite	Good	Okay	Not Favorite	Good	Okay	Not Favorite
Total	Total	Total	Total	Total	Total	Total	Total	Total




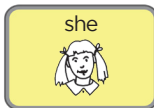


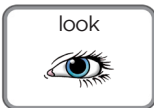
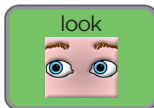




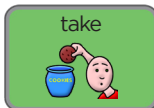


The Borrowers

SMART CHARTS • LAMP WFL 84 Full



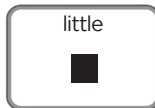

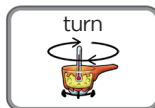


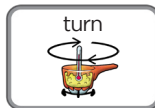
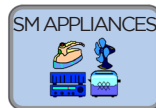







Try modeling the phrases in the charts below when talking about the story.

take things	go take things	look cup	he look cup	he/she look	he/she look out
he/she go	he/she go up	afraid outside	she afraid outside	big/little things	take big/little things
she write	she write it	lost things	she lost things	things go	things go lost
go outside	she go outside	go outside	go outside clock	real things	take real things

LAMP WFL 84 Full

he			
she			
go			
look			
lost			
take			
write			

LAMP WFL 84 Full

big			
little			
cup			
clock			
real			
outside			
afraid			










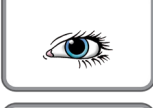
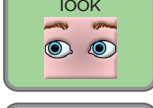
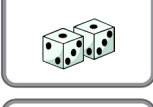
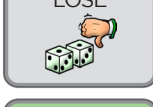



The Borrowers

SMART CHARTS • UNITY 84 Sequenced

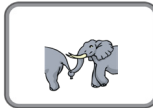




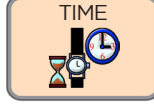
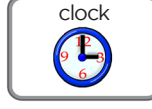



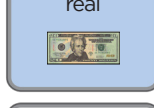







Try modeling the phrases in the charts below when talking about the story.

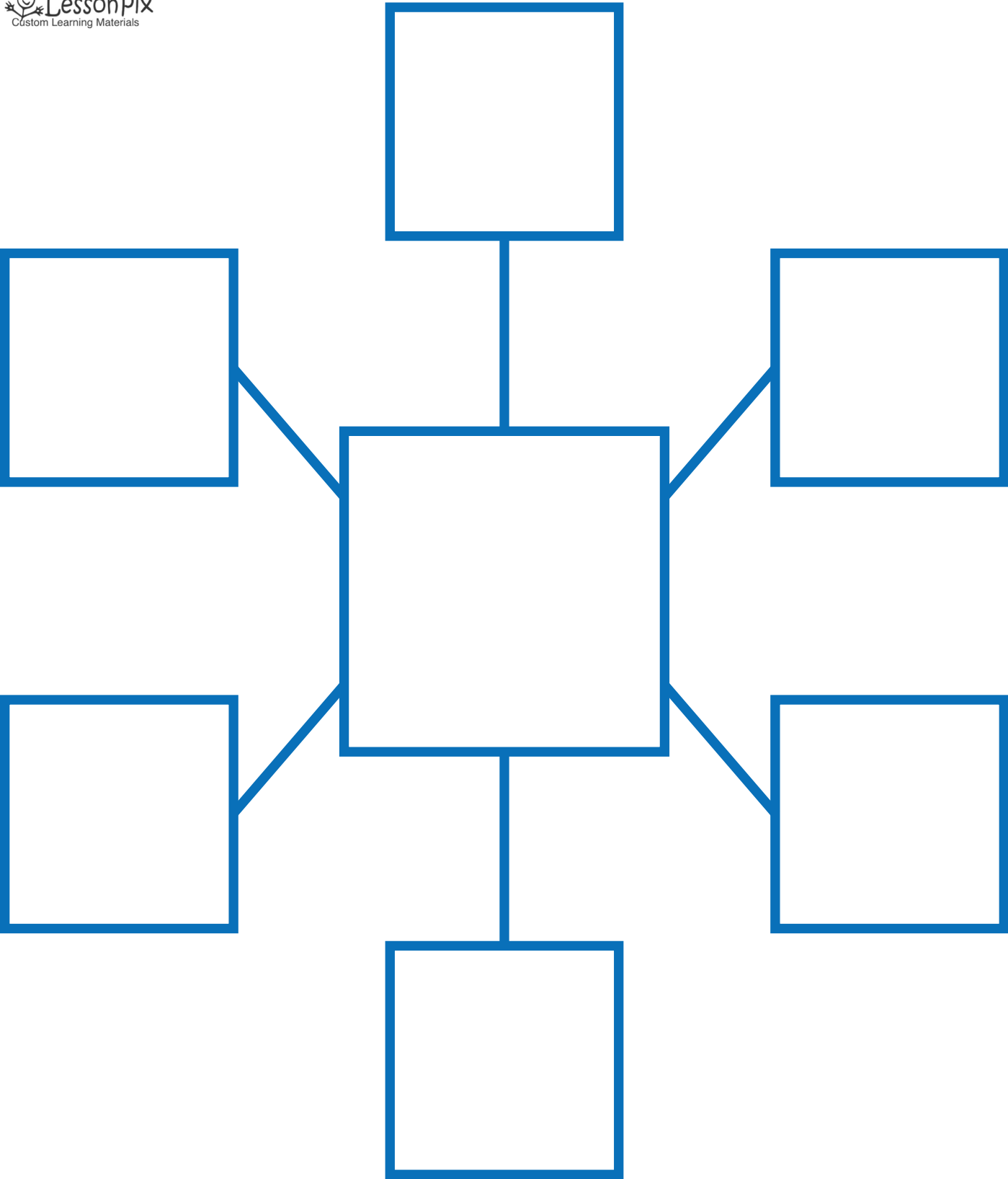
take things	go take things	look cup	he look cup	he/she look	he/she look out
he/she go	he/she go up	afraid outside	she afraid outside	big/little things	take big/little things
she write	she write it	lost things	she lost things	things go	things go lost
go outside	she go outside	go outside	go outside clock	real things	take real things

Unity 84 Sequenced

he			
she			
borrow			
go			
look			
lost			
write			

Unity 84 Sequenced

big			
little			
clock			
cup			
real			
outside			
things			
worry			



Charlotte's Web

SMART CHARTS • LAMP WFL 84 Full














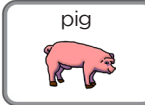






Try modeling the phrases in the charts below when talking about the story.

he/she go	he/she go help	her pig	her pig special	make web	she make web
her pig	her pig go	good spider	good spider web	her web	her web help
spider write	spider write web	she special	she special spider	he like	he like spider
like her	he like her	he special	he special pig		

LAMP WFL 84 Full

he		
his		
she		
her		
go		
make		
like		

LAMP WFL 84 Full

help			
write			
bad			
good			
special			
pig			
spider			
web			















Charlotte's Web

SMART CHARTS • UNITY 84 Sequenced

















Try modeling the phrases in the charts below when talking about the story.

he/she go	he/she go help	her pig	her pig special	make web	she make web
her pig	her pig go	good spider	good spider web	her web	her web help
spider write	spider write web	she special	she special spider	he like	he like spider
like her	he like her	he special	he special pig		

Unity 84 Sequenced

he		he	
his		his	
she		she	
her		her	
go		go	
make		make	
like		like	

Unity 84 Sequenced

help		help	
write		write	
bad		bad	
good		good	
special		special	
pig		FARM ANIMALS	
spider		INSECTS	
web		ANIMAL HOMES	

What you can do	What you can say	Examples to Model (Model words in bold)
-----------------	------------------	--

Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	
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Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title:	Make a comment:
Point to author.	Read the name:	
Point to the picture on the cover/chapter summary.	Make a comment:	
Point to pictures clues.	Ask a question:	

During Reading: As you read the story/chapter.

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find all the letter ____ in the story.	
Remind students of the objects in the book grab bag when they appear in the story.	Example:	
Point to pictures.	Comment on what is happening.	
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Use “think-alouds” to invite a response about what will happen.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	

What you can do	What you can say	Examples to Model (Model words in bold)
-----------------	------------------	--

After Reading: Apply.

Review the chapter.	Summarize the elements of today's reading.	
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	<p>_____ starts with the "____" sound. Let's think of other words that start with the "____" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response.</p> <p>Does _____ start with the "____" sound?</p>	<p>"____" NOT "____"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review the completed Book Item Grab Bag worksheet.	Remember when we first learned about _____? We looked at some objects from the story. Here is the paper we did about _____.	

Independent, Self-Selected Reading and Shared Writing.

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Use the Emergent Literacy Shared Reading Plan template to create your own lesson plans for chapters of the books. Create lesson plans for your favorite books using this template to help you think about what to do, what to say, and examples to model. **Don't forget to add in after-reading activities to support comprehension, alphabet and phonological awareness, and writing.**



Worksheet

Book Item Grab Bag

Directions Take an item from the book grab bag. Think about how the item was used in the story and fill out the boxes below.

Book Title:		
What is it called ?	What does it look like? Color: Shape: Size:	
What do you do with it?	Who used it in the book?	What else do I know?
Where would I find it?	What is it made out of?	







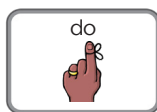
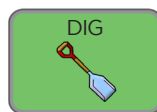


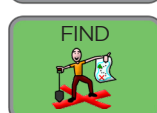
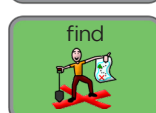
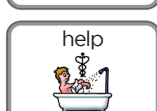

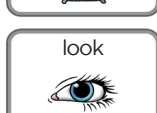
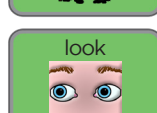



Holes

SMART CHARTS • LAMP WFL 84 Full




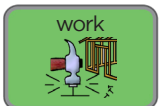


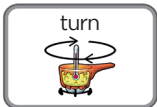


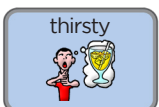

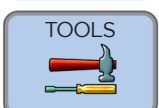



Try modeling the phrases in the charts below when talking about the story.

he/she take	he/she take it	he/she look	he/she look it	he look	he look thirsty
work hard	it work hard	hot work	it hot work	look water	he look water
help look	he help look	dig it	he dig it	find it	he find it
she mean	she look mean	he dig	he dig shovel	she help	she help take

LAMP WFL 84 Full

he			
she			
it			
dig			
find			
help			
look			
mean			

LAMP WFL 84 Full

take			
work			
hard			
hot			
thirsty			
shovel			
water			


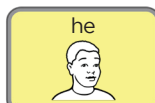


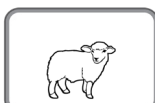








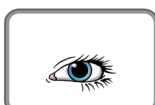
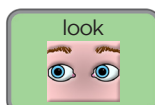



Holes

SMART CHARTS • UNITY 84 Sequenced


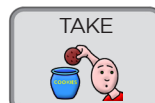

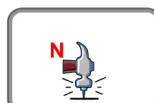

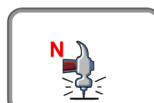




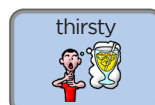


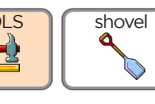


Try modeling the phrases in the charts below when talking about the story.

he/she take	he/she take it	he/she look	he/she look it	he look	he look thirsty
work hard	it work hard	hot work	it hot work	look water	he look water
help look	he help look	dig it	he dig it	find it	he find it
she mean	she look mean	he dig	he dig shovel	she help	she help take

Unity 84 Sequenced

he			
she			
it			
dig			
find			
help			
look			
mean			

Unity 84 Sequenced

take			
work			
hard			
hot			
thirsty			
shovel			
water			






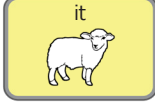










The One and Only Ivan

SMART CHARTS • LAMP WFL 84 Full




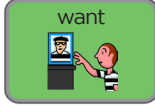
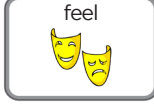

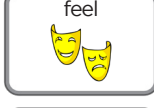
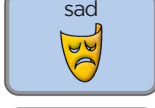

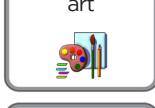


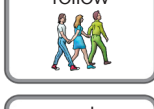
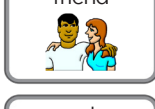


Try modeling the phrases in the charts below when talking about the story.

he/she sad	he/she get sad	she get	she get friend	watch friend	he watch friend
he/she color	he/she color banana	he mean	he get mean	he sad	he sad friend
he color	he color it	she hurt	she get hurt	get out	he/she get out
he want	he want friend	he watch	he watch it	he/she happy	he/she get happy

LAMP WFL 84 Full

he		
she		
it		
color		
get		
hurt		
mean		
		
		

LAMP WFL 84 Full

watch		
want		
happy		
sad		
art		
banana		
friend		
out		

The One and Only Ivan

SMART CHARTS • UNITY 84 Sequenced

















Try modeling the phrases in the charts below when talking about the story.

he/she sad	he/she get sad	she get	she get friend	watch friend	he watch friend
he/she color	he/she color banana	he mean	he get mean	he sad	he sad friend
he color	he color it	she hurt	she get hurt	get out	he/she get out
he want	he want friend	he watch	he watch it	he/she happy	he/she get happy

Unity 84 Sequenced

he		he 
she		she 
it		it 
color		color 
get		get 
watch		watch 
want		want 

Unity 84 Sequenced

happy		happy 	
sad		sad 	
hurt		hurt 	
art		art 	
banana	A 	FRUIT 	banana 
friend		PEOPLE 	friend 
out		out 	






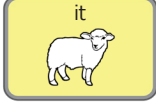



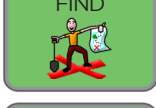







Escape from Mr. Lemincello's Library

SMART CHARTS • LAMP WFL 84 Full

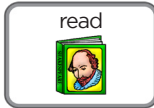


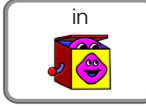

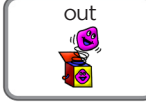







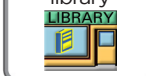
Try modeling the phrases in the charts below when talking about the story.

go library	he/she go library	let's go	let's go in	library out	go out library
he/she read	he/she read it	what find	what he/she find	get out	they get out
they look	they look it	where look	where he/she look	he/she find	he/she find it
find it	find it where	he find out	they find out	what read	what he/she read

LAMP WFL 84 Full

he		
she		
it		
they		
find		 
get		
go		
look		

LAMP WFL 84 Full

read		
in		
out		
let's		
what		
where		
library		

Escape from Mr. Lemincello's Library

SMART CHARTS • UNITY 84 Sequenced

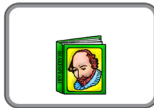






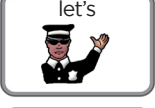




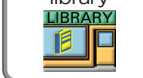
Try modeling the phrases in the charts below when talking about the story.

go library	he/she go library	let's go	let's go in	library out	go out library
he/she read	he/she read it	what find	what he/she find	get out	they get out
they look	they look it	where look	where he/she look	he/she find	he/she find it
find it	find it where	he find out	they find out	what read	what he/she read

Unity 84 Sequenced

he		he 
she		she 
it		it 
they		they 
find		FIND 
get		get 
go		go 
look		look 

Unity 84 Sequenced

read		read 
in		in 
out		out 
let's		let's 
what	? word	what 
where	? word	where 
library		COMMUNITY 
		library 

Little Women

SMART CHARTS • LAMP WFL 84 Full

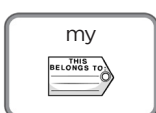






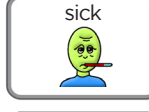


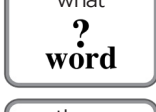

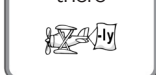



Try modeling the phrases in the charts below when talking about the story.

she write	she write more	girl sick	help sick girl	girl sick	girl sick more
they play	they play together	she play	she play more	they sad	they sad together
they help	they need help	when together	when they together	they happy	they happy together
she trouble	she more trouble	help her	they help her		

LAMP WFL 84 Full

she		
her		
they		
help		
need		
play		
trouble		 

LAMP WFL 84 Full

write		
happy		
sad		
sick		
more		
when		
together		
girl		











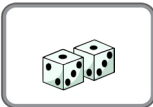




Little Women

SMART CHARTS • UNITY 84 Sequenced













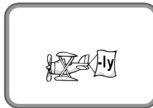

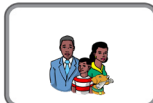


Try modeling the phrases in the charts below when talking about the story.







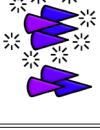









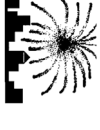

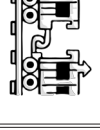
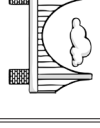


















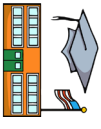


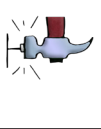
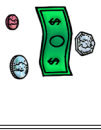






















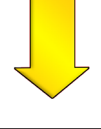













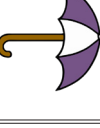


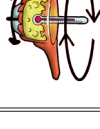

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house




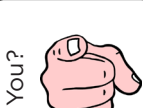

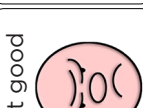



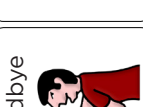


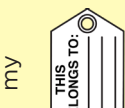




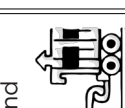
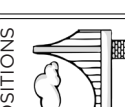







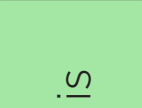

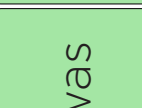


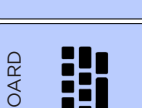
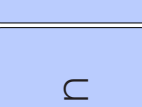







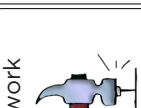


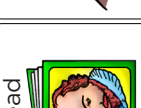










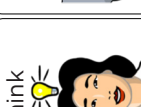
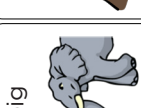

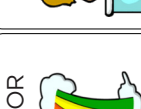





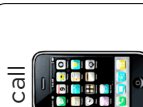










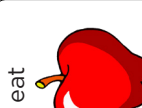




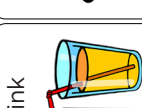
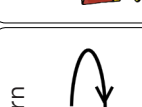


Unity 84 Sequenced

she		she	
her		her	
they		they	
help		help	
need		need	
play		play	
trouble		TROUBLE	
		trouble	

Unity 84 Sequenced

write		write	
happy		happy	
sad		sad	
sick		sick	
more		more	
when		when	
together		together	
girl		PEOPLE	
		girl	

 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	 my	 wear	 am	 please	 that	 and	 in	 what ? word	 a	 +s	 there
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 go	 get	 big	 color	 help
 she	 look	 slow	 hear	 think	 right	 said	 live	 love	 follow	 ride	 put
 CLEAR	 not	 talk	 sit	 eat	 find	 make	 need	 drink	 watch	 turn	 sleep









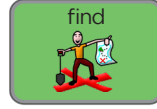




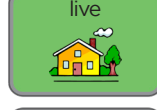
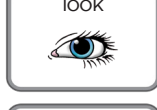
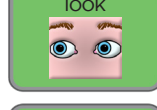


My Side of the Mountain

SMART CHARTS • LAMP WFL 84 Full

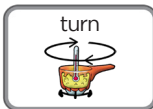






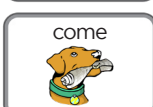



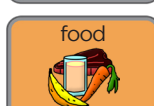
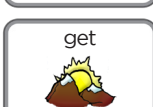
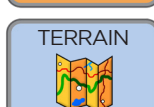
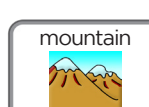
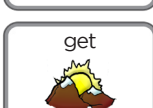
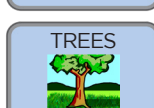
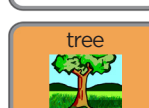
Try modeling the phrases in the charts below when talking about the story.

he make	he make it	his bird	his bird out	bird look	bird look mountain
live in	live in tree	he hun	he hunt food	make his	make his food
it cold	it cold out	live mountain	live his mountain	bird in	bird in tree
he find	he find bird	he look	he look out/in	in tree	in his tree

LAMP WFL 84 Full

he			
his			
it			
find			
hunt			
live			
look			
make			

LAMP WFL 84 Full

cold			
in			
out			
bird			
food			
mountain			
tree			







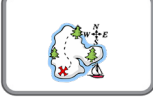
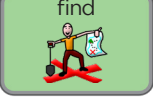
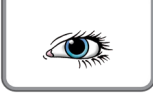


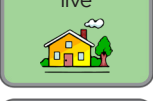

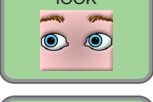


My Side of the Mountain

SMART CHARTS • UNITY 84 Sequenced









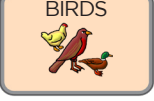
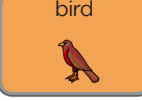
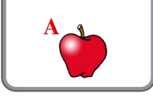


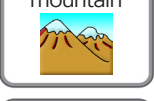


Try modeling the phrases in the charts below when talking about the story.

he make	he make it	his bird	his bird out	bird look	bird look mountain
live in	live in tree	he hun	he hunt food	make his	make his food
it cold	it cold out	live mountain	live his mountain	bird in	bird in tree
he find	he find bird	he look	he look out/in	in tree	in his tree

Unity 84 Sequenced

he		he	
she		she	
it		it	
find		find	
hunt		HUNT	
live		live	
look		look	
make		make	

Unity 84 Sequenced

cold		COLD		cold	
in		in			
out		out			
bird		BIRDS		bird	
food		food			
mountain		mountain			
tree		tree			

Reading Crown

Cut out the crown shapes and tape them together to make a larger crown.



Reading Crown

Cut out the crown shapes and tape them together to make a larger crown.



















Tuck Everlasting

SMART CHARTS • LAMP WFL 84 Full


















Try modeling the phrases in the charts below when talking about the story.

she go	she go look	she listen	she listen again	they drink	they drink water
they come	they come again	come again	he come again	she not	she not tell
drink water	he drink water	he look	he look same	not drink	not drink water
not grow	he not grow	he old	he not old	grow up	she grow up

LAMP WFL 84 Full

he			
she			
they			
come			
drink			
grow			
listen			

LAMP WFL 84 Full

look			
tell			
not			
again			
same			
old			
water			
up			


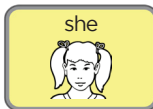








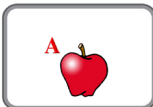


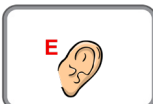
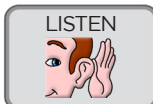
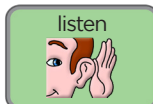
Tuck Everlasting

SMART CHARTS • UNITY 84 Sequenced

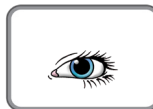
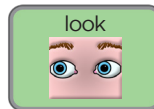





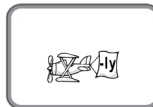







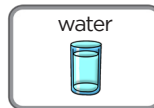


Try modeling the phrases in the charts below when talking about the story.

she go	she go look	she listen	she listen again	they drink	they drink water
they come	they come again	come again	he come again	she not	she not tell
drink water	he drink water	he look	he look same	not drink	not drink water
not grow	he not grow	he old	he not old	grow up	she grow up

Unity 84 Sequenced

she		she 	
her		her 	
they		they 	
come		come 	
drink		drink 	
grow	A 	GROW 	grow 
listen	E 	LISTEN 	listen 

Unity 84 Sequenced

look		look 	
tell		TELL 	tell 
not		not 	
again		again 	
same		TAKE 	same 
old		old 	
water		water 	
up		up 	




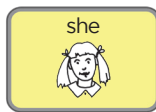



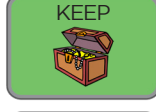
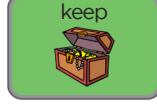

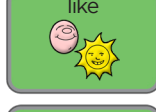
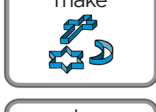

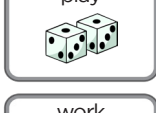
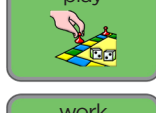


Because of Winn Dixie

SMART CHARTS • LAMP WFL 84 Full

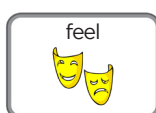









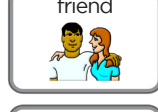
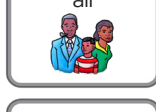




Try modeling the phrases in the charts below when talking about the story.

she play	she play lonely	make friend	she make friend	where dog?	where keep dog?
keep dog	she keep dog	she work	she work it	she make	she make it
like dog	he/she like dog	dog loud	dog make loud	it make	it make loud
she play	she play dog	dad like	dad like dog		

LAMP WFL 84 Full

he			
she			
it			
keep			
like			
make			
play			
work			

LAMP WFL 84 Full

happy			
lonely			
loud			
where			
friend			
dad			
dog			


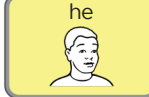

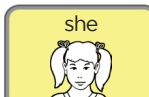
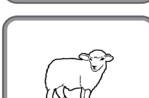

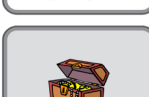
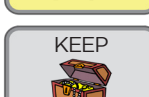
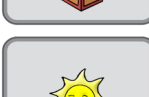






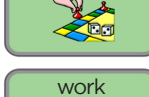
Because of Winn Dixie

SMART CHARTS • UNITY 84 Sequenced




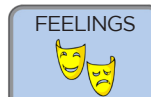
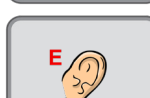
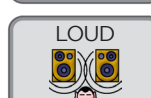
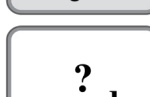
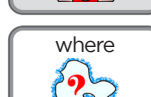


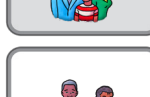


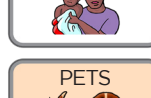
Try modeling the phrases in the charts below when talking about the story.

she play	she play lonely	make friend	she make friend	where dog?	where keep dog?
keep dog	she keep dog	she work	she work it	she make	she make it
like dog	he/she like dog	dog loud	dog make loud	it make	it make loud
she play	she play dog	dad like	dad like dog		

Unity 84 Sequenced

he		he	
she		she	
it		it	
keep		KEEP	
like		like	
make		make	
play		play	
work		work	

Unity 84 Sequenced

happy		happy	
lonely		FEELINGS	
loud		LOUD	
where		where	
friend		PEOPLE	
dad		dad	
dog		PETS	







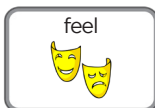


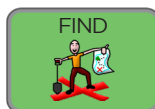
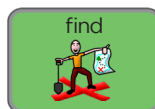

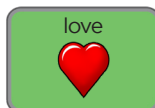

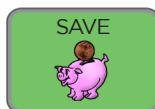
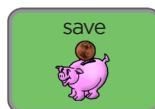
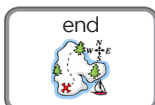


A Wrinkle in Time

SMART CHARTS • LAMP WFL 84 Full


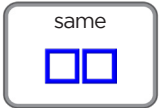


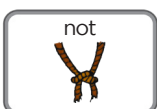
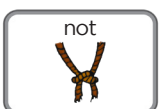


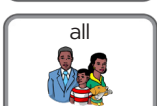



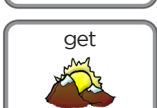


Try modeling the phrases in the charts below when talking about the story.

she/he feel	she/he feel bad	bad travel	travel feel bad	glasses save	find glasses save
find dad	she/they find dad	they same	they feel same	she/he love	she/he feel love
they travel	where they travel	not same	they not same	they save	they save dad
travel space	they travel space	where find	where they find		

LAMP WFL 84 Full

he			
she			
they			
feel			
find			
love			
save			
travel			

LAMP WFL 84 Full

same			
bad			
not			
where			
dad			
glasses			
space			



















A Wrinkle in Time

SMART CHARTS • UNITY 84 Sequenced


Try modeling the phrases in the charts below when talking about the story.

The live	They live house	Not that	Not put that	They happy	They happy
He/she like	He/she like that	Hair bad	That hair bad	Not like	He/she like that
He/she not	He/she not like	She sick	She help sick	In house	Live in house
Put in	Put in bad	Like read	She like read	She help	She help house

Unity 84 Sequenced

he		he			
she		she			
they		they			
feel		feel			
find		FIND			
love		love			
save		SAVE		save	
travel		TRAVEL		travel	

Unity 84 Sequenced

same		take		same	
bad		bad			
not		not			
where		where			
dad		dad			
glasses		glasses			
space		SPACE		space	

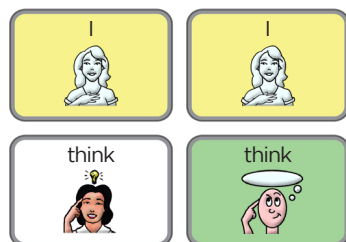
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

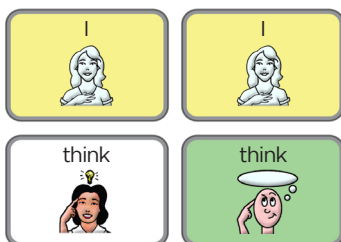
Book Title 1

Book Title 2

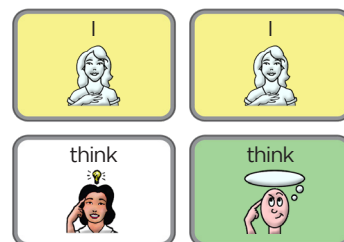
Book Title 3



I think



I think



I think



Good



Good



Good



Okay



Okay



Okay



Not my favorite



Not my favorite



Not my favorite

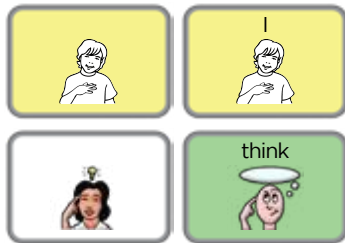
Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Book Title 1

Book Title 2

Book Title 3



I think



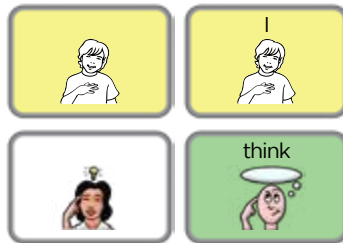
Good



Okay



Not my favorite



I think



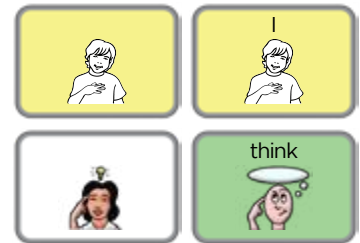
Good



Okay



Not my favorite



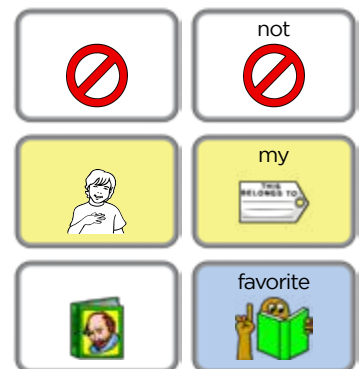
I think



Good



Okay



Not my favorite

Book Tasting Menu

We will “**taste**” a little bit of a book by reading some of it out loud. We will talk about the main idea and some of the characters. After we read each sample, you will rate each book. The book that has the highest rating will be the book we read.

Use this version for those who want to share their own ideas.

Book Title 1	Book Title 2	Book Title 3
I think	I think	I think
It's good because:	It's good because:	It's good because:
It's just okay because:	It's just okay because:	It's just okay because:
It's not my favorite because:	It's not my favorite because:	It's not my favorite because:



Book Tasting Results

As each student reads his review, add a mark to the correct box. When everyone has finished, count up the marks. This will be the book selection for this month.

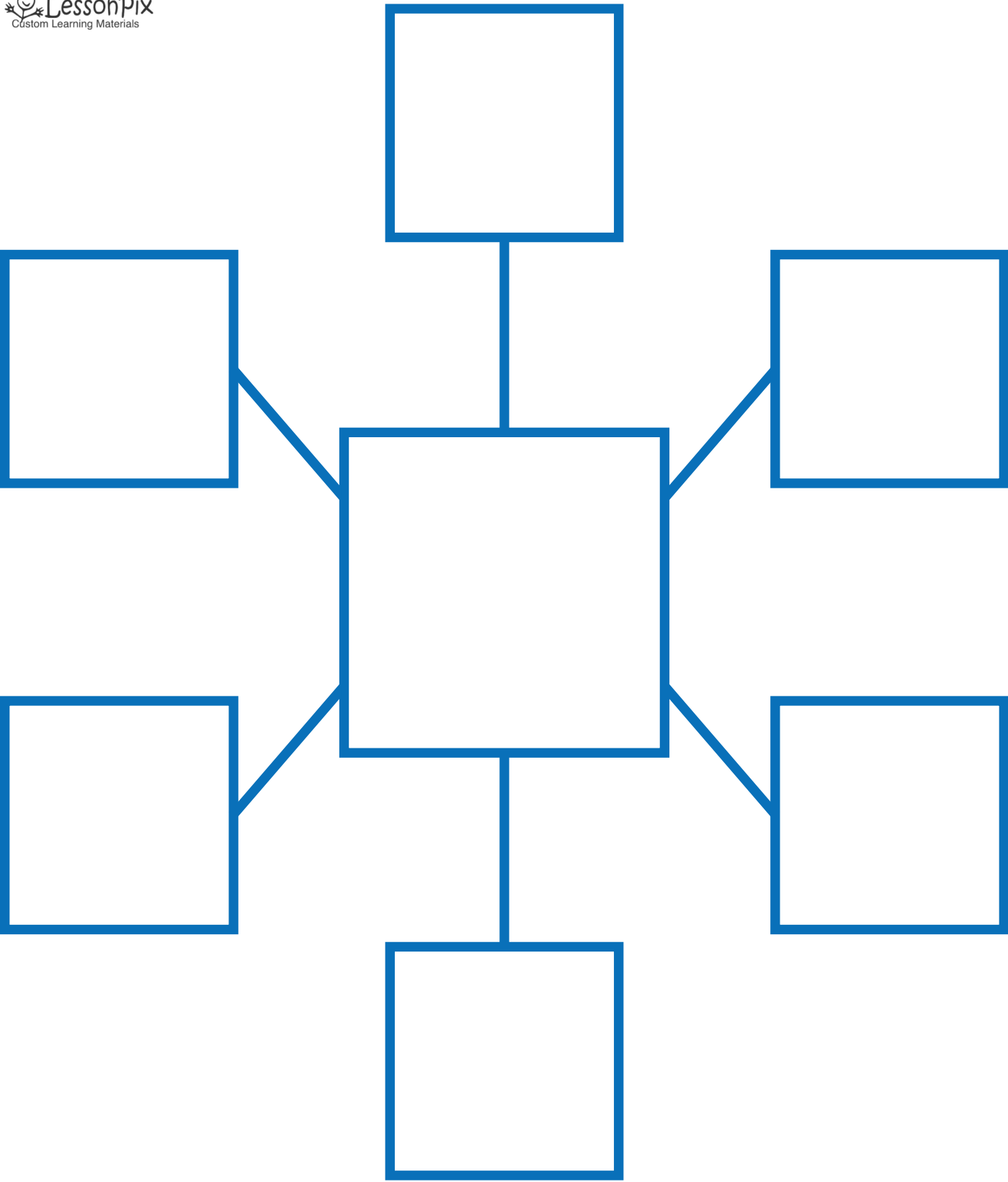
Book Title 1			Book Title 2			Book Title 3		
Good	Okay	Not Favorite	Good	Okay	Not Favorite	Good	Okay	Not Favorite
Total	Total	Total	Total	Total	Total	Total	Total	Total

Worksheet

Book Item Grab Bag

Directions Take an item from the book grab bag. Think about how the item was used in the story and fill out the boxes below.

Book Title:		
What is it called ?	What does it look like? Color: Shape: Size:	
What do you do with it?	Who used it in the book?	What else do I know?
Where would I find it?	What is it made out of?	



What you can do	What you can say	Examples to Model (Model words in bold)
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Build Background Knowledge: Complete the Book Item Grab Bag.

<ul style="list-style-type: none"> Watch the movie trailer on YouTube. Read books about the characters, settings, or plots on Tar Heel Reader. 	<p>We're going to watch a short video about our book.</p> <p>Then, we'll read some short stories to learn more about the story.</p>	
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Getting Ready to Read: Look at the cover of the book/chapter summary.

Point to the title or use the mouse cursor or other highlighter when reading online.	Read the title:	Make a comment:
Point to author.	Read the name:	
Point to the picture on the cover/chapter summary.	Make a comment:	
Point to pictures clues.	Ask a question:	

During Reading: As you read the story/chapter.

While reading, track the print with your finger (mouse cursor or other highlighter when reading online).	Add alphabet/phonological awareness activities: Let's find all the letter ____ in the story.	
Remind students of the objects in the book grab bag when they appear in the story.	Example:	
Point to pictures.	Comment on what is happening.	
Stop and talk about what you just read – pause 5-8 seconds for response.	Ask questions to help your students take a different perspective.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to make it personal.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Use “think-alouds” to invite a response about what will happen.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions so your students can demonstrate understanding.	
Stop and talk about what you just read-pause 5-8 seconds for response.	Ask questions to get your students' opinion.	

What you can do	What you can say	Examples to Model (Model words in bold)
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After Reading: Apply.

Review the chapter.	Summarize the elements of today's reading.	
Add phonological awareness activities by asking students to tell words that begin with a selected letter sound. Create a chart and write the words. Put words that the students suggest that do not begin with the target sound into the "Not column. Take time to talk about all the words and their beginning sounds.	<p>_____ starts with the "____" sound. Let's think of other words that start with the "____" sound and we'll write them down. If students struggle, adult can say a word and ask for a yes/no response.</p> <p>Does _____ start with the "____" sound?</p>	<p>"____" NOT "____"</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>The focus here is on the letters and sounds. You don't need to model the words in the list on the AAC device.</p>
Review the completed Book Item Grab Bag worksheet.	Remember when we first learned about _____? We looked at some objects from the story. Here is the paper we did about _____.	

Independent, Self-Selected Reading and Shared Writing.

<p>Let students choose their own books to read for independent, self-selected reading. Choose the media that best meets their needs: online digital books with pictures, text, or audio books.</p> <p>Find books from:</p> <p>Tar Heel Reader</p> <p>Bookshare</p> <p>Learning Ally</p> <p>Other _____</p>	<p>Students read the book as independently as possible. An adult provides comprehension support. This may include paraphrasing some of the concepts and modeling key words on the AAC device.</p> <p>The student completes the Character Trait Map (see resource section). Student may dictate response from his AAC device to an adult or through Voice Typing into a Google doc. Those with an Accent device can connect directly to the computer to write in the document. Students share their work with Book Club Members.</p>	<p>"Today you will share what you have been reading on your own. I'm excited for everyone to get a turn to share. If you want, you can wear the Reader's Crown when it is your turn."</p> <p>The student gets to share his Character Trait Map with the group. He can also use his AAC device to tell anything he would like to about the story to the group. For those reading chapter books, don't wait until the book is finished. Sharing what is being read as the student reads it also helps his comprehension along the way.</p>
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Use the Emergent Literacy Shared Reading Plan template to create your own lesson plans for chapters of the books. Create lesson plans for your favorite books using this template to help you think about what to do, what to say, and examples to model. **Don't forget to add in after-reading activities to support comprehension, alphabet and phonological awareness, and writing.**



Reading Crown

















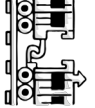
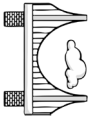



















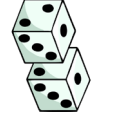

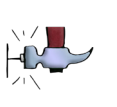








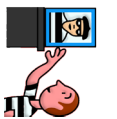














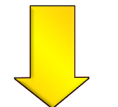






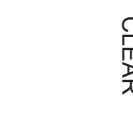





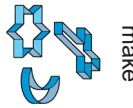
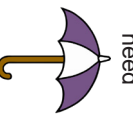

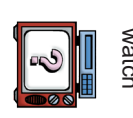
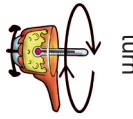

Cut out the crown shapes and tape them together to make a larger crown.



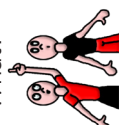





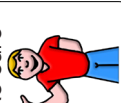








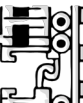
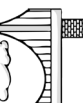


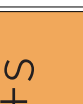




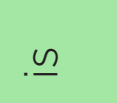




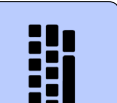

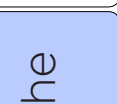



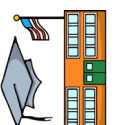



















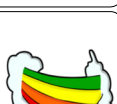
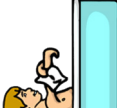








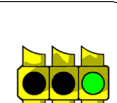








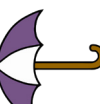








Reading Crown

Cut out the crown shapes and tape them together to make a larger crown.

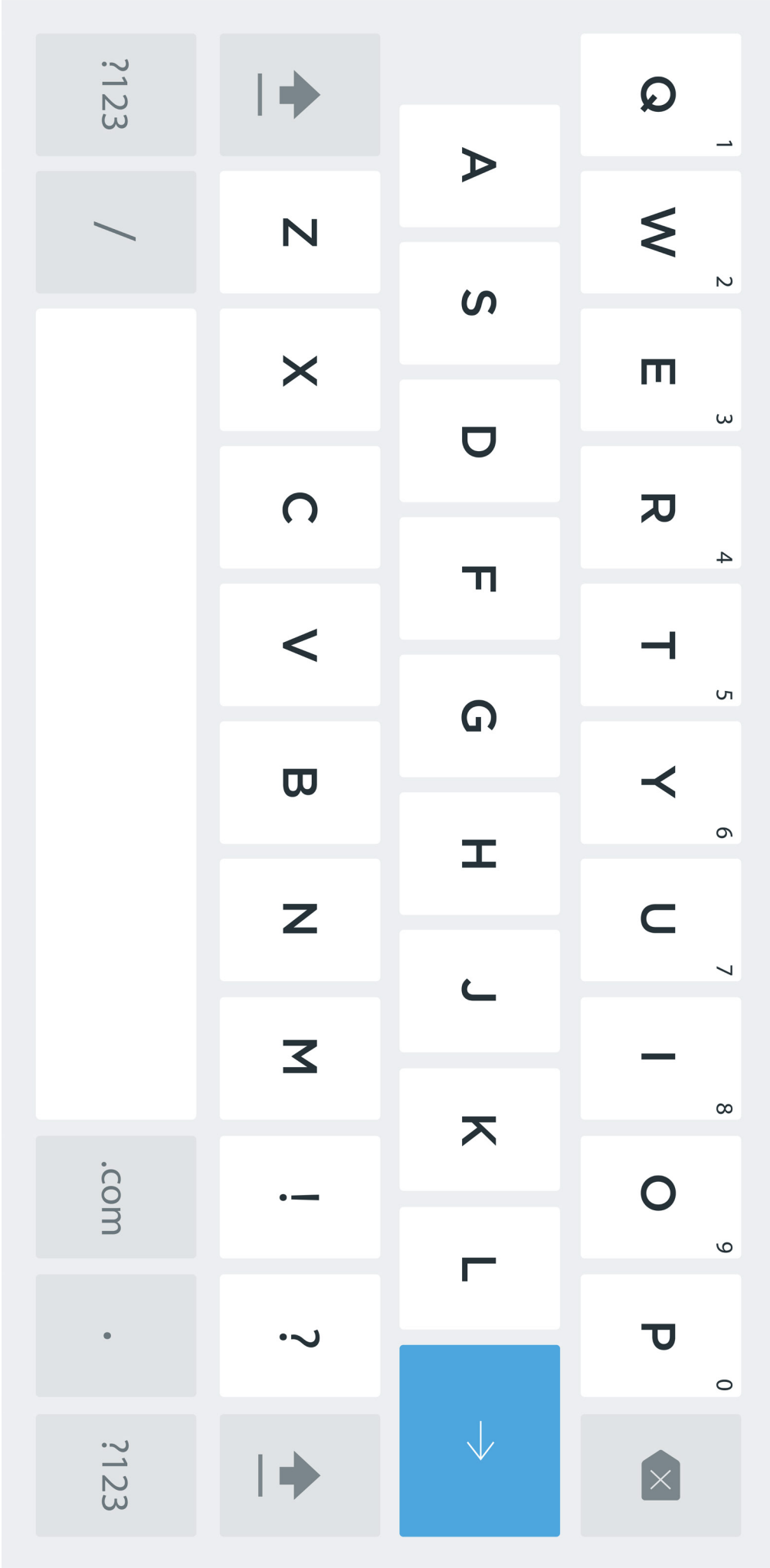


 finished	mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	my	 wear	 am	 please	 that	 and	 in	 what ? word	 a	 +s	 there
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 go	 get	 big	 color	 help
 she	 look	 slow	 hear	 think	 right	 said	 live	 love	 follow	 ride	 put
 CLEAR	 not	 talk	 sit	 eat	 find	 make	 need	 drink	 watch	 turn	 sleep

Reading Crown

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Reading Crown

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