

This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders, or as a self-paced study to enhance and support teacher practice in the area of literacy for students with significant disabilities

## Literacy for All:

*4-Blocks of Literacy*



This learning guide is intended to be used after viewing the video clip: [Working with Words](#).



### General synopsis:

This video illustrates how Grade 1–6 teachers are developing the literacy and communication skills of students with significant disabilities through the use of working with words activities.

### Key Understanding

- All students benefit from regular and supported opportunities to work with words in structured and engaging ways.
- The working with words block can include a variety of strategies and activities to provide hand-on practice with word building for students beginning to learn to read and write.
- Word walls are visual displays of core words used to support students in their daily reading and writing.
- There are a number of working with words activities related to the word wall that students can do, such as: be a mind reader, guess the covered word, and making words.
- Share some examples of activities you might use to introduce, reinforce and/or review word wall words. How could you structure these activities to ensure they are most effective for students with disabilities?
- What examples from the video clip illustrate ways to make classroom activities more effective for students with disabilities?

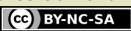
### For more information

- Literacy for All. Retrieved from <http://abliteracyforall.wikispaces.com/>
- Alberta Regional Professional Development Consortia. Inclusive Education Retrieved from <http://www.inclusiveeducationpdresources.ca/literacy/>
- Cunningham, P., and Hall, D. (2008) Month-by-Month Phonics Series (available for Grades K-5). Boston, MA: Pearson Education.
- Cunningham, P. (2012) Phonics They Use: Words for Reading and Writing (6<sup>th</sup> edition). Boston, MA: Pearson Education.
- Erickson, K., and Koppenhaver, D. (2007). Children with Disabilities: Reading and Writing the Four Blocks® Way. Greensboro, NC: Carson-Dellosa.64–65.

### Questions for Discussion

- How might you make word walls more accessible to all students?
- What criteria would you use to choose which words to include on the word wall? What type of words might be most important for a student with a significant disability?

### Acknowledgement:

This guide was developed through a collaboration between Edmonton Regional Learning Consortium and Alberta Education. It is freely provided in support of improved teaching and learning under the following Creative Commons licence.  Link to the Inclusive Education: Support for Implementation website at <http://inclusiveeducationpdresources.ca/> for Professional Development Resources. For further information on learning opportunities to support inclusion, visit <http://www.arpdc.ab.ca/>.