



**Attainment's**

# Social Story Readers

## Instructor's Guide



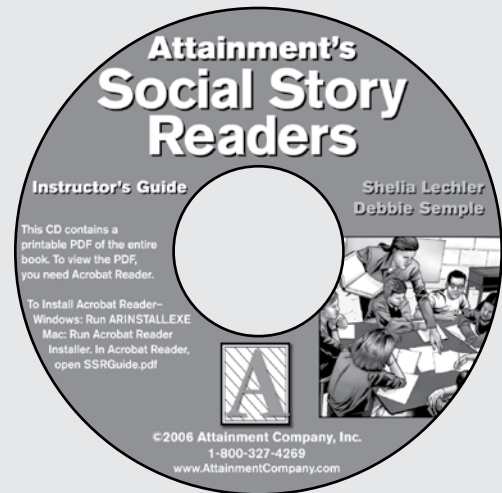
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**Shelia Lechler  
Debbie Semple**

# Social Story Readers Win/Mac CD

Also included with this book is a CD containing this complete book in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

- If you have Acrobat Reader software already on your computer, open Acrobat Reader, then open the SOCIAL\_STORIES.pdf on the CD.
- To install Acrobat Reader for Windows, run ARINSTALL.EXE. After installation, open Acrobat Reader, then open SOCIAL\_STORIES.pdf.
- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open SOCIAL\_STORIES.pdf.



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# Social Story Readers Teachers' Guide

## Introduction

This is a collection of entertaining short stories that teach reading skills, comprehension, and vocabulary.

**Social Story Readers** also lend themselves to group discussions about the topics contained in the stories. Students build reading skills and learn strategies to improve themselves.

These stories are designed to help students deal with serious as well as not so serious issues in their lives. In the latter case, it is our belief that in order to improve ourselves, it's important to see the humor in each day and in the events of that day.

In the former case – the serious side – the stories tackle social and other issues that are typical for students their age, such as being the new kid in school, doing your share of the chores at home, being bullied, bullying others, and doing your homework.

In addition, if your students have social issues that arise during the course of the school year, you can talk about those problems in group discussions and create specific stories together with your students to help them deal with those issues. (Note: At the back of this introduction on page 19, instructions are given for developing your own stories specific to your students and their environment. On page 21, there is a blank reproducible form for writing your own stories.)

Each of the 16 stories in this reader looks at different real life situations and personality traits and explores the funny side. While the stories are intended to be amusing and enjoyable, they also lead into serious discussion topics that range from social issues to behavior management to personal growth and development.

This book is divided into 16 sections. Included in each are:

- 1. Social Stories** (Reading the Story Together)
- 2. Worksheets** – 5 worksheets followed by answers
  - A. Comprehension Questions
  - B. Let's Think About It
  - C. Dictionary Words
  - D. Missing Words
  - E. Puzzle Fun

When teaching reading skills, never miss an opportunity to teach the underlying meaning of the stories. Students need the chance to talk about these topics, and this is where a lot of the learning takes place. Don't forget there are real life lessons to teach that are as important as reading skills.

**“Social Story Readers** continues with the same approach as **Getting Real with Reading** in that it provides teachers more tools to teach reading, social development, behavior, and self-worth. Best of all, here is a chance for students and teachers alike to have some fun!”

Debbie and Shelia

# Teaching Suggestions

This section contains some of the ideas and teaching suggestions we have accumulated from reading these social stories with our students. In fact, the answer sheets consist of scripted words spoken in response to questions asked in actual group situations.

To some of the questions, there is no given set of correct answers.

Some students will have different answers concerning problems they

would like to discuss that are not on the answer sheets. Keep the communication lines open, and you will find you're teaching more than reading with **Social Story Readers**.



## Group Story Time

**Group Story Time consists of these six steps.**

- 1. Reading the Story Together**
- 2. Comprehension Questions**
- 3. Let's Think About It**
- 4. Dictionary Words/Magic Stick Time**
- 5. Missing Words**
- 6. Puzzle Fun**

# *Try Your Best*

## CHAPTER 1

It was the first day of school. Steven and Kaci were in Mrs. Allison's class last year. They were happy to be back. They knew all the rules and were glad to see their friends again.

Gina was a new student in Mrs. Allison's class. She didn't know anyone, and she was scared. She was trying to get Steven and Kaci to notice her. She wanted them to be her friends.

She felt like a fish in a bowl. What if she made a mistake? She was afraid to answer any questions. What if she didn't know the right answers?



**Comprehension Questions** Answer these questions orally in group and then complete the worksheet on your own. You may copy the answer sheet if you need extra help.

1. How did Steven and Kaci feel about the first day of school?

---

---

2. Who was the new student in Mrs. Allison's class?

---

3. How did Gina feel?

---

4. Which students were in Mrs. Allison's class last year?

---

5. What was Gina afraid to do?

---

---

6. What was the first thing that happened in group?

---

---

7. After the pep rally, what question did Mrs. Allison ask the class?

---

---



**Comprehension Questions** Students will answer these questions orally in group and then complete the worksheet on their own. They may copy the answer sheet if they need extra help.

1. How did Steven and Kaci feel about the first day of school?

*They were happy to be back.*

---

2. Who was the new student in Mrs. Allison's class?

*Gina*

---

3. How did Gina feel?

*She felt like a fish in a bowl.*

---

4. Which students were in Mrs. Allison's class last year?

*Steven and Kaci*

---

5. What was Gina afraid to do?

*She was afraid to answer any questions.*

---

6. What was the first thing that happened in group?

*Mrs. Allison asked Steven to help her have a pep rally.*

---

7. After the pep rally, what question did Mrs. Allison ask the class?

*Mrs. Allison asked if anyone wanted to take a risk.*

---

**Let's Think About It** Answer these questions orally in group and then complete the worksheet on your own. You may copy the answer sheet if you need extra help.

1. List some bad things that Gina could do to get Steven and Kaci to notice her.

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2. Write about some good ways that Gina can make new friends.

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3. Name some risks that are good.

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---

4. Tell about some risks that are a bad idea.

---

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**Let's Think About It** Students will answer these questions orally in group and then complete the worksheet on their own. They may copy the answer sheet if they need extra help.

1. List some bad things that Gina could do to get Steven and Kaci to notice her.

*Cheating, throwing fits (getting angry), not working,*  
*not following the rules, not helping friends with teamwork,*  
*acting silly in class to get laughs, and*  
*saying disrespectful things.*

2. Write about some good ways that Gina can make new friends.

*Introduce herself to everyone. Be nice. Listen to her friends.*  
*Help her friends.*

3. Name some risks that are good.

*Doing Math on the board. Reading out loud in group.*  
*Trying new things.*

4. Tell about some risks that are a bad idea.

*Doing things you know are wrong to impress your friends.*  
*Doing things that can cause harm to yourself and others.*

**Dictionary Words** Use the dictionary to look up the meaning of these words.

1. Notice \_\_\_\_\_

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---

2. Scared \_\_\_\_\_

---

---

3. Risk \_\_\_\_\_

---

---

4. Mistake \_\_\_\_\_

---

---

5. Answer \_\_\_\_\_

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