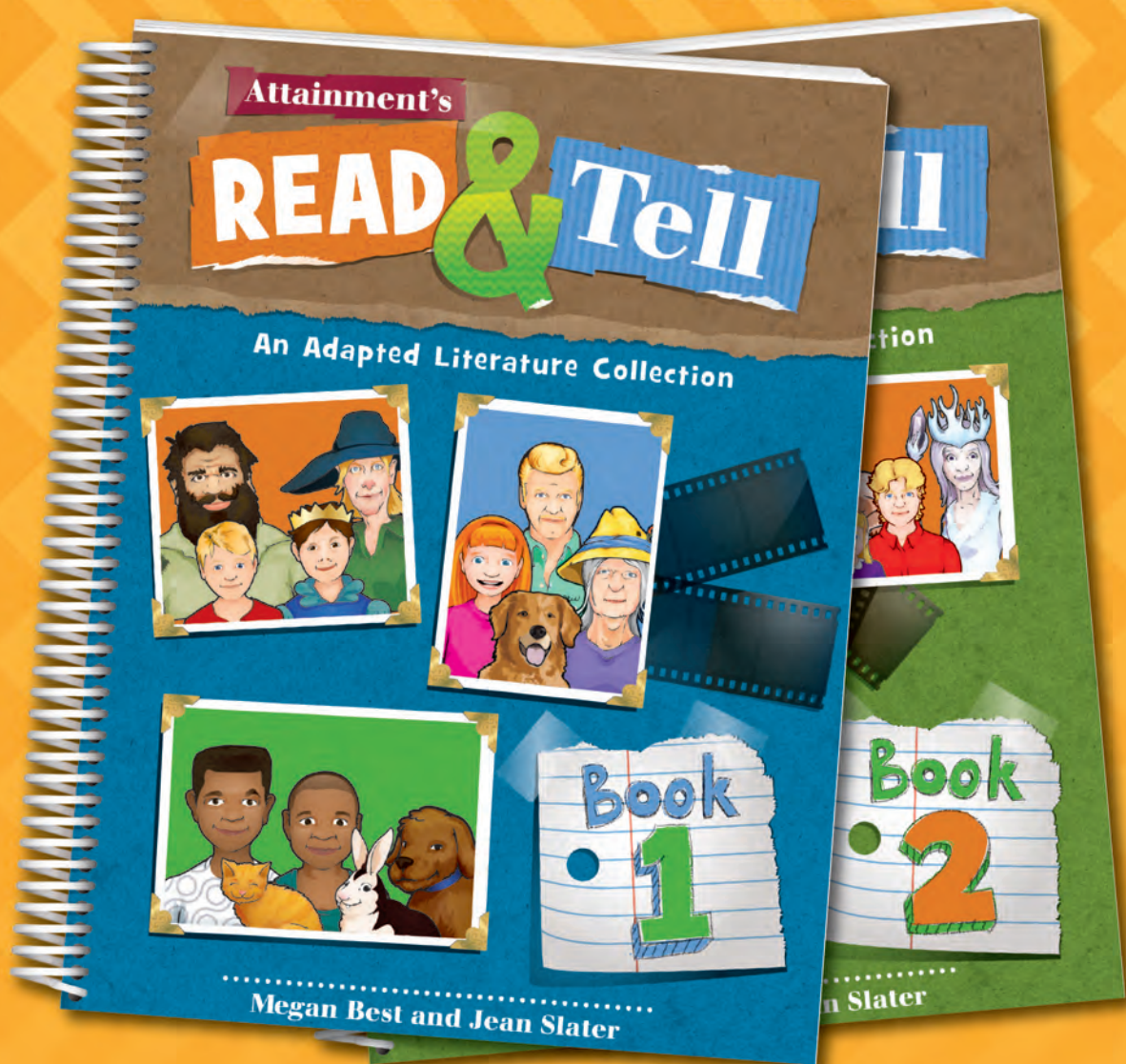


Attainment's **READ & Tell**

Instructor's Guide



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Megan Best



The flash drive contains printable PDF files of

- Student Readers – Books 1 & 2
- Student Workbook
- 17 Additional pieces of adapted literature
- Appendixes A, B, & C – Individual story vocabulary assessments, a blank vocabulary assessment, and a blank lesson plan
- PixWriter files
- An image library of character symbols
- Vocabulary sentence strips
- Picture It files
- Chapter summaries
- Card sets

PDF reader software is required to view the PDFs.

Read & Tell Instructor's Guide

By Megan Best

Graphic Design by Josh Eacret

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Jean Slater attended Northwestern University, graduating with a B.S. in Communication Disorders in 1967. She then went on to get her Master's Degree in Communication Disorders from the University of Michigan, Ann Arbor, in 1968. Jean spent 22 years as a speech-language pathologist in the Colorado public schools serving children with moderate to profound disabilities. It was during her work with these students that she and her husband, Jim, founded Slater Software, Inc. and created the software **Picture It** and **PixWriter**. These programs helped children improve their language and literacy skills by pairing pictures with text. Jean has presented her research, success stories, and ideas for utilizing visual cues to support literacy goals at numerous educational conferences in the United States and abroad.



READ AND TELL CURRICULUM INVENTORY

Instructor's Guide

The Instructor's Guide contains scripted lessons for each adapted piece of literature, details on how to use the curriculum, teaching procedures, as well as data collection forms.

Student Readers Book 1 & Book 2

Fifteen pieces of literature have been adapted with symbol supports. Additional adapted Student Readers can be printed from the PDF files located on the flash drive.



Student Workbook

The Student Workbook contains quizzes with literal and inferential multiple-choice and open-ended questions. Each chapter of an adapted novel contains a corresponding comprehension quiz. Additional Student Workbooks can be printed for each student from the PDF files on the flash drive.



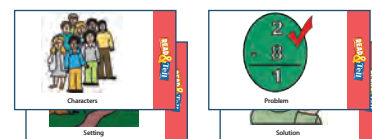
Graphic Organizer Posters

A **T-Chart**, **Story Map**, **Sequence of Events**, and **KWL Chart** are provided to support organization of information throughout the lessons.



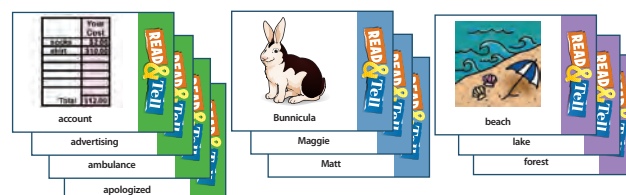
Story Grammar Cards

Story grammar cards are used to teach the concepts of characters, setting, problem, and solution. The cards are two-sided; a symbol representing each story element is provided as well as a script for teaching the concept.



Card Sets

Color-coded vocabulary, character, and setting cards are provided for each adapted piece of literature. Cards from any story may be used as distractors for students as they sort settings and characters during the lesson.



Electronic PDF Files

Several teaching tools are provided on the flash drive:

- **Student Readers**
Book 1 and Book 2
- **Student Workbook**
- **17 Additional adapted pieces of literature**
with chapter content pages and
corresponding card sets
- **Appendixes A, B, & C**
Individual story vocabulary assessments,
a blank vocabulary assessment,
and a blank lesson plan
- **PixWriter files** (word banks for retell
and comprehension questions)
- **An image library** containing the character symbols
- **Vocabulary Sentence Strips**
- **Picture It files**
- **Chapter Summaries**
- **Card Sets**

Lesson Format

The Read and Tell Adapted Literature Collection follows a 12-step framework. Each step is scripted for individual novels to minimize preparation and ensure consistency. The framework follows the suggested procedure outlined by Mims, Lee, Zakas, and Browder (2013) in *Teaching to Standards: English Language Arts*. The steps are outlined in the following table:

STEP 1	Vocabulary Identification
STEP 2	Vocabulary Comprehension
STEP 3	Title
STEP 4	Author
STEP 5	Anticipatory Set
STEP 6	Open the Book
STEP 7	Prediction
STEP 8	Read the Chapter
STEP 9	Story Grammar
STEP 10	Story Retell
STEP 11	Comprehension Quiz
STEP 12	KWL Chart (Not included in all stories)

A **KWL** component is included with some novels. Books that delve into a particular academic theme contain a script for Step 12 in the lesson plan. By stating what students know, thinking about what they would like to learn, and then identifying what they learned following research, students access background knowledge and improve critical thinking skills, extending the lesson beyond the adapted story. Each lesson is scripted. An example script of what to say is indicated with purple text. The script is meant as a guide. Teachers may wish to insert their personality into the script and tailor the wording of the instruction to meet each student's preferences and needs.

Expanding the Lessons

A blank lesson plan script and a blank vocabulary assessment form are included in Appendixes B & C in the **Instructor's Guide**. These items are provided so you can apply the evidence-based instructional strategies and the 12-step lesson framework to the 17 additional pieces of literature included in the electronic PDF files, or to any story you choose. A chapter content chart for each additional piece of literature is also included in the electronic files. A blank assessment form is provided to collect data on vocabulary identification and comprehension for the additional 17 stories.

Thematic Units

The 15 pieces of literature provided in Read and Tell are divided into four thematic units. Each of the four units consists of three to four individual stories.

Unit One: Acceptance

Freckle Juice
Muggie Maggie
Tales of a Fourth Grade Nothing
Bunnicula

Unit Two: Friendship

Because of Winn-Dixie
The Whipping Boy
The Secret Garden
The Indian in the Cupboard

Unit Three: Determination

Stone Fox
The Secret School
My Side of the Mountain
The Lion, the Witch and the Wardrobe

Unit Four: Pioneers

Sarah, Plain and Tall
Little House on the Prairie
The Sign of the Beaver

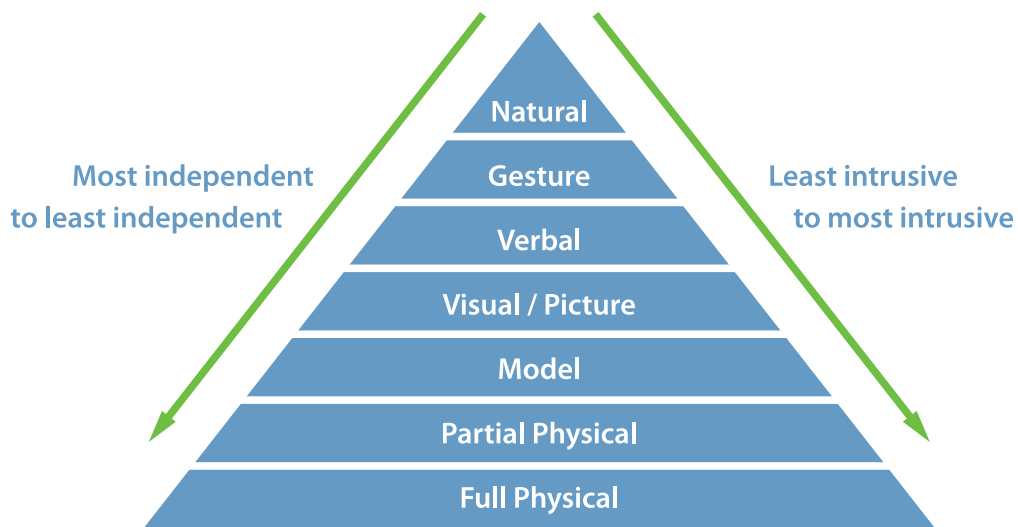
Thematic units are utilized to connect lesson plans and enhance learning. Thematic units can help students identify universal concepts as well as draw real-world connections to their own lives. In addition, stories are grouped into unit themes to provide teachers the opportunity to create extension activities that span across multiple pieces of literature.

Time-delay Procedure

A time-delay procedure is used for teaching vocabulary. It is an errorless teaching strategy. Errors are prevented by first giving a prompt for the correct answer as the directive is given (zero-second time delay). During the second round, a four- to five-second time delay is provided so the student has the opportunity to make a response independently. Praise should be given for correct answers, and incorrect answers should be interrupted utilizing the least intrusive prompt. Utilizing this procedure, students can learn a skill while making as few errors as possible. Refer to the lessons for a scripted procedure.

Prompting

Least intrusive prompting is a hierarchy of increasing prompts that instructors use to promote learning. Students are encouraged to initiate the correct response, given no more assistance than necessary. A least intrusive prompt hierarchy can be utilized throughout Read and Tell lessons. Lesson plans include instructional cues for verbal, model, and physical prompts for students requiring additional support.



GROUP SIZE

Read and Tell lessons were designed to be implemented in small groups (e.g., 3–4 students), but may be used in individual settings or with larger groups if students are able to access instruction in a whole group setting. It is important to ensure that all students have the opportunity to participate and communicate responses throughout the lesson.

FREQUENCY OF LESSONS

Lessons should be taught daily. It is recommended to complete one chapter of a selected story per day. Depending on the length of the chapter, lessons should take 30–45 minutes. However, if students are not able to sustain attention for the duration of a lesson, there are some natural breaks throughout the 12-step sequence. Lessons may also be started and completed the next day.

IDENTIFYING VOCABULARY LEVEL

Vocabulary is divided into three levels ranging in difficulty. Level One includes vocabulary words that are frequently used throughout the novel. Levels Two and Three include abstract words and occur less frequently. To determine which level is appropriate for your student, it is recommended that teachers administer the **Vocabulary Assessment** prior to beginning instruction for each new piece of literature. Students should master 80 percent of vocabulary words at a given level. **Vocabulary assessments can be found in Appendix A of the Instructor's Guide on page 237.** A student may work at a different vocabulary level for each story.

DETERMINING STUDENT RESPONSE

Students are encouraged to give verbal responses throughout the lesson. However, if students are not able to respond verbally, the **Instructor's Guide** provides suggestions for response options as well as prompting. Students can participate and have success using a variety of communication methods including AAC devices, touch response, or eye gaze. If a student is utilizing their current communication system, review the lesson plan prior to instruction, and program devices with vocabulary, repeated storylines, and options for answering comprehension questions.

MOVING TO THE NEXT CHAPTER

Many students may benefit from repeating the same chapter multiple times. Concepts and vocabulary are often repeated throughout an adapted story, so it may be appropriate to move on to a new chapter after repeating a chapter three to four times to maintain student interest. Decide what pace is appropriate for your group of students.

PIXWRITER FILES

Some students may require additional support for retelling and answering open-ended comprehension questions. **PixWriter** allows students with fine and gross motor difficulty to participate in writing activities utilizing the electronic symbol-supported word banks. In addition, a student who has difficulty communicating may also use the PixWriter word banks to participate in oral responses to comprehension questions.

Students can access vocabulary from the word banks with a keyboard, alternative keyboard, mouse, or scanning. Once a selection is made, the word is paired with voice output.

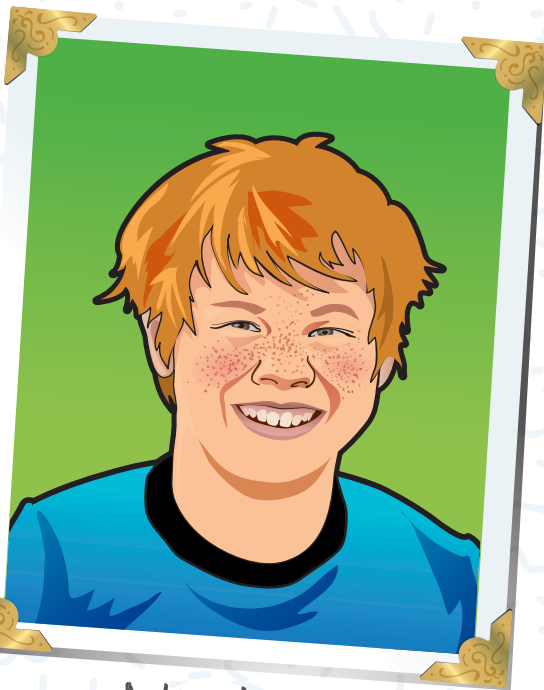
PixWriter files for each novel are included on the flash drive. However, you must have the **PixWriter** software to utilize these files.

PICTURE IT FILES

All the original **Picture It files** for the adapted stories have been included on the flash drive. Teachers may use these files to adapt the lessons to address specific needs of students (e.g., enlarge font, simplify storyline, increase symbols). In addition, **Picture It** software will read aloud the adapted stories as each word is highlighted. You must have the **Picture It** software to utilize these files.

Freckle Juice

by Judy Blume



Nicky



Andrew



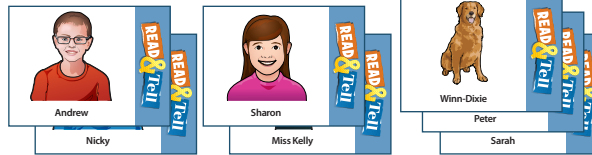
MATERIALS

Vocabulary Cards



concoction
formula
ingredients
recipe
substitute

Character Cards



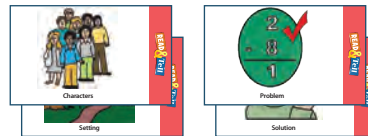
Andrew
Nicky
Sharon
Miss Kelly
3 distractor cards

Setting Cards



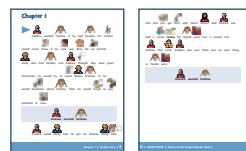
School
Andrew's house
3 distractor cards

Story Grammar Cards



Characters
Setting
Problem
Solution

Adapted Story



Freckle Juice (pages 7–18
in **Student Reader, Book 1**)

Posters



Story Map
T-Chart
Sequence of Events

Comprehension Quizzes



Chapters 1–5 (pages 7–12
in **Student Workbook**)

Optional Materials

- Photos of kids and adults with freckles
- **PixWriter** files (for chapter summaries and word bank)
- Objects to support vocabulary
- AAC device
- PDF files: vocabulary sentence strips, chapter summaries (text)



CHAPTER CONTENT

	Vocabulary	Story Grammar	Repeated Storyline	Comprehension Questions
Chapter 1	recipe	characters setting problem	Andrew wanted freckles.	<ol style="list-style-type: none"> 1. Who had the recipe for freckle juice? Sharon 2. How much did Sharon charge Andrew for the recipe? Fifty cents
Chapter 2	recipe	characters	Andrew wanted freckles.	<ol style="list-style-type: none"> 1. How did Andrew pay for the recipe? With money from his bank. 2. Who kept the recipe? Andrew
Chapter 3	concoction ingredients recipe substitute	characters	Andrew wanted freckles.	<ol style="list-style-type: none"> 1. How did Andrew drink the bad smelling mixture? He held his nose. 2. What were the ingredients in freckle juice? Grape juice, vinegar, ketchup, mustard, lemon, onion, olive juice, mayonnaise, salt and pepper. Use PixWriter file: Recipe
Chapter 4		characters	Andrew was sick.	<ol style="list-style-type: none"> 1. What did Andrew dream about when he was sick? a big green monster 2. Why did Andrew miss school? The freckle juice made him sick. 3. What would you do to Sharon if you were Andrew? Accept reasonable answers. Use PixWriter file: Sharon
Chapter 5	formula	characters solution	Andrew didn't want freckles anymore.	<ol style="list-style-type: none"> 1. What did Andrew do with the blue magic marker? He drew freckles on his face. 2. How did Andrew remove his blue freckles? Miss Kelly gave him a secret formula.



LEARNING OBJECTIVES

- Identify 5 vocabulary words.
- Identify the title and author.
- Make a prediction.
- Identify story grammar elements: characters, setting, problem, solution.
- Answer literal recall and inferential comprehension questions.
- Summarize/retell story content.

STEP 1: Vocabulary Identification

Vocabulary Levels

Level 1	concoction, formula, ingredients, recipe, substitute
Level 2	concoction, formula, ingredients, recipe, substitute
Level 3	concoction, formula, ingredients, recipe, substitute

Today we are going to learn new vocabulary words from the story *Freckle Juice*.

Introduce the vocabulary words (with vocabulary flashcards) and define them.

Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you read the word aloud. Say, **Now I want you to find the words from the story.** Present the vocabulary cards in sets of 2, 3, or 4 depending on each student’s ability.

Time-Delay Procedure

Round 1: 0-Second Delay	Point to the vocabulary card while saying the definition. Show me the one that says formula. Repeat for each student in the group.
Round 2: 5-Second Delay	Ask a student to find the vocabulary card as you say the definition. For example, Find the (object/picture/word) that says formula. Reinforce correct responses or block and redirect for error correction. Shuffle the cards and move on to the next definition. Repeat for each student.

Vocabulary Words

concoction	To create something by mixing several different things together.
formula	A suggested set of actions.
ingredients	Several items that are put together to make something.
recipe	Instructions for preparing and cooking food.
substitute	Something used in place of something else.

STEP 2: Vocabulary Comprehension

Now, we are going to learn definitions to the new vocabulary words from the story *Freckle Juice*. Use the time-delay procedure (Rounds 1 and 2) to have students point to the word/picture while you give a definition. Say, **Now I want you to find the words when I give you the definition.** Present the vocabulary cards in sets of 2, 3, or 4 depending on each student's ability.



STEP 3: Title

Today we will read a book. The book is called *Freckle Juice*. It looks like this. Hold up the book titled *Freckle Juice*. **Before we get started, help me find the title of the book. The title of our story is *Freckle Juice*. Show me the title on the cover of this book.** Help students identify the title. If correct, give praise.



Response Prompt

Verbal: The title of the book is *Freckle Juice*. Show me the title.

Model: Here is the title of the book. Point to the title. Show me the title.

Physical: Here is the title. It says *Freckle Juice*. Assist the student in pointing to the title, or place the title in the student's visual field, and draw the student's attention using a flashlight or brightly colored paper.

Response Support

If a student is unable to physically touch the title, have the student eye gaze to it for at least 2 seconds. If needed, put the title on a sentence strip.

STEP 4: Author

Say, **I need your help in finding the author of the book. Who can read the author's name?** Pick one student to read the author's name. **That's right! The author of our story is Judy Blume. Everyone say it together, "The author's name is Judy Blume."** Give all students a chance to find the author's name on the book.



Response Prompt

Verbal: The author of the book is Judy Blume. Show me the author.

Model: Here is the author of the book. Point to the author. Show me the author.

Physical: Here is the author. It says *Judy Blume*. Assist the student in pointing to the author, or place the author's name in the student's visual field, and draw the student's attention using a flashlight or brightly colored paper.

Response Support

If a student is unable to physically touch the author's name, have the student eye gaze to it for at least 2 seconds. If needed, put the title on a sentence strip.



Response Support

If a student is unable to physically interact with the cover of the book for the anticipatory set, have the student eye gaze to it for at least 2 seconds.

STEP 5: Anticipatory Set

Hold up the adapted book *Freckle Juice*, and say,
The story *Freckle Juice* is about a boy who wants freckles. Point to the boy on the cover of the book that has freckles. **This boy has freckles. Freckles are small tan or light brown spots. Do you know anyone who has freckles? Do you have freckles?**
 Give students an opportunity to interact with the cover of the book.



Response Support

For students with physical limitations, modify the book in ways that may allow them to open the book or find the chapter independently or with minimal assistance. One example of a modification would be to attach a popsicle stick on the first page of the current chapter. If a student is unable to physically open the book, place a picture card for Open the Book in the bottom right corner of the book cover and have the student eye gaze to it to request that you open the book.

STEP 6: Open the Book

Today we are going to start reading Chapter _____, but first we need to open the book. Have students open their books. If correct, give praise. Say, **Today we will start with Chapter _____.** Let's find Chapter _____ and get the story started. Everyone, find Chapter _____ of *Freckle Juice*.



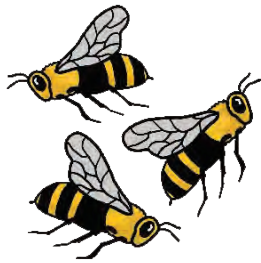
STEP 7: Prediction

Have students leaf through the chapter while viewing the picture cues. Ask,

What do you think this chapter might be about? Have students generate

predictions on their own if they can; there are no right or wrong predictions.

Thank you for making a prediction. Some of you think “a crayon,” some of you think “a girl,” and some of you think “a toothbrush.” Let’s read to find out.



Response Support

A student who is low verbal or nonverbal may use the PixWriter word banks to participate in oral responses to questions (What do you think will happen? What do you think the story will be about? etc.) by selecting buttons from the word bank.

STEP 8: Read the Chapter

Target Vocabulary

Begin reading Chapter _____ and stop when a target vocabulary word appears in text. Say, **I see one of our target vocabulary words on this page. The word is (concoction/formula/ingredients/recipe/substitute). Find the vocabulary word (concoction/formula/ingredients/recipe/substitute) on this page.** If correct, give praise and add a brief reminder of what the word means.

Response Prompt

Visual: Show the student the vocabulary card for the target word in the text.

This is the word ____. Show me this word in the sentence.

Model: Here is the word _____. Point to the word in the sentence.

Show me the word ____.

Physical: Here is the word _____. Assist the student in pointing to the vocabulary word, or place it in the student’s visual field, and draw the student’s attention using a flashlight or brightly colored paper.



Response Support

Allow students to point to the picture symbol above the word. For students who are unable to physically point to a word in the text, provide the sentence that includes a vocabulary word on a sentence strip. This will allow students who have limited fine motor skills to participate as well as eye gazers.

Response Support

For students with physical limitations, provide an AAC device preprogrammed with the repeated storyline or the last word of the repeated storyline. Guide the student's hand to activate the AAC device to complete the sentence.

Response Support

Point to the first word in the sentence.

Here is the sentence I am on. I will point to the words as I read. Point with me.

Repeated Storyline

The first time the repeated storyline appears, point to it and read it. **This is the repeated storyline for chapter _____. Each time you hear this line, I want you to help me read it. You can say the last words in the sentence to finish it. Let's try to read it together so next time you can do it all on your own. Help me read it.**

Reread the repeated storyline, but stop before finishing it. Wait for a response.

If correct, give praise. Repeat when the storyline appears again. (See content chart for a list of repeated storylines for each chapter.)

Text-Point

Continue reading. Stop periodically throughout the chapter. Have students locate the sentence that was last read in their books. **Show me what line I am on.** Read the sentence again and point to each word as you read it. **Your turn. You point to the words while I read the sentence.** If the response is correct, give praise.

Turn the page as you read, and help all students turn the pages in their own books at the appropriate times. If the student turns the page, give praise.

Comprehension Questions

Use the **Chapter Content Table** as a guide to ask comprehension questions.

Provide response options for students who need additional support.

Response Prompt

Verbal: **Listen while I read.** Reread the sentence with the answer. Repeat the question

Model: Say or point to the answer. Repeat the question.



STEP 9: Story Grammar

Review story grammar using the *My Turn-Together-Your Turn Procedure* and the **Story Grammar Cards** as a visual symbol.

My turn first: Let's learn about part of a story. Listen. What is a (character, setting, problem, solution)? A (character, setting, problem, solution) is _____.

Let's say it together: A (character, setting, problem, solution) is _____.

Your turn: What is a (character, setting, problem, solution)?

Story Grammar Definitions

Character	A character is the most important person(s) in the story.
Setting	A setting is where the story takes place.
Problem	A problem is something to be solved.
Solution	A solution is how a problem is fixed.

Character

When teaching about the main character for the first time, make certain students know that a character is a person. Use the **T-Chart Poster**. Write "Character" and "Not a Character" above the columns on the T-Chart. Give students the **Character Cards** from *Freckle Juice* and other Read and Tell stories. **Let's decide who the characters were in our chapter today. Was _____ a character?** Allow student to place the character card in the Character or Not a Character column. Provide feedback for incorrect answers, and provide reinforcement for correct answers. Continue until all characters for the chapter have been established. Once characters are determined, add them to the **Story Map Poster**.

Characters: Andrew, Nicky, Sharon, Miss Kelly

Not Characters: Choose 3 cards to use as distractors from the Character card set.

Response Support

For students who are nonverbal, provide yes/no cards.

Setting

When teaching about the setting for the first time, make certain students know that a setting is a place (and/or time). Use the **T-Chart Poster**. Write “Setting” and “Not a Setting” above the columns on the T-Chart. Distribute the **Setting Cards** to the students. **What was the setting of our chapter today? Was _____ the setting?** Allow students to place the setting cards in the Setting and Not a Setting columns. Provide feedback for incorrect answers, and provide reinforcement for correct answers. Once the setting is determined, add to the **Story Map Poster**.

Response Support

For students who are nonverbal, provide yes/no cards.

Setting: school, Andrew’s house

Not a Setting: Choose 3 distractor cards from the Setting card set.

Problem

Be certain the students know what a problem is (refer to the *My Turn-Together-Your Turn Procedure*). Ask students, **What was the problem in what we just read? Listen carefully as I name some problems. If what I say is a problem in the story, say “Yes.” If it is not a problem in the story, say “No.”** Once problem is determined, add to the **Story Map Poster**.

Problem: Andrew wanted to have freckles.

Not a Problem: Andrew hated his freckles; Andrew got a bad grade on a test; Andrew didn’t know how to cook.

Solution

Be certain the students know what a solution is (refer to the *My Turn-Together-Your Turn Procedure*). Tell students, **The problem of the story was Andrew wanted to have freckles. How could this problem be solved? Listen carefully as I name some solutions. If what I say sounds like a solution to a problem, say “Yes.” If it is not a solution in the story, say “No.”** Once the solution is determined, add to the **Story Map Poster**.

Solution: Andrew gave himself freckles with a blue marker and then he learned to accept himself the way he was.

Not a Solution: Andrew stole Nicky’s freckles; Andrew won a soccer game; Andrew got a good grade on his test.

Response Support

For students who are nonverbal, provide yes/no cards.

Response Support

For students who are nonverbal, provide yes/no cards.

Step 10: Story Retell

Have students retell the story. **Now, I want you to tell me what happened in**

Chapter ____. Determine which option is most appropriate for your student(s):

- **Oral Retell:** Have the student retell the story aloud.
- **Graphic Organizer:** Use the **Sequence of Events Poster** to assist students in organizing their thoughts. Students can use the graphic organizer to write or dictate the events of the story. The **Sequence of Events Poster** may not work with every chapter. If the **Sequence of Events Poster** is not appropriate, consider creating your own graphic organizer that includes at least one important character and one key event from the chapter.
- **PixWriter Word Bank:** Students can directly select vocabulary buttons (from the keyboard, alternative keyboard, or with the mouse or scanning) to create a summary of the story. The pictures are paired with written word and voice output.



Response Support

You may also provide the student with three events from the chapter and ask the student which happened first, next, and last.

Step 11: Comprehension Quiz

Have students complete the related chapter comprehension quiz. **Now that we**

finished reading Chapter ____, I want to see how much you remember. I am going to give you a quiz about the story. For open-ended questions, students can use the

PixWriter word banks to compose their answers. You may choose to ask questions during the read aloud and provide prompting as needed. If so, then use the comprehension quiz as an assessment with no prompting provided and collect data.



Response Support

For a student who is low verbal or nonverbal, he/she may use the PixWriter word banks to participate in oral responses to quiz questions by selecting buttons from the word bank.