

# Attainment's Adapted Classics Instructor's Guide

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# Introduction

*Adapted Classics* provides age-appropriate literature adapted for students with significant needs. The books included are *The Story of My Life*, *The Strange Case of Dr. Jekyll & Mr. Hyde*, *Treasure Island*, and *The Hobbit*. Each title in this series includes a summary of a classic piece of literature presented in four unique levels designed to provide students with significant needs, including cognitive impairments and autism, access to literature concepts at the secondary school levels. Each level is set up in a consistent format, allowing teachers to differentiate instruction within the same lessons.

Each adapted book summarizes the original text in a five-chapter format. A brief genre description, an author introduction, a presentation of the main theme, and a prediction activity begin each story. Each chapter is designed as a lesson, although it can be repeated or expanded as appropriate for individual student needs.

Each chapter includes three assessment activities. There are also five assessment activities related to the entire book at the end of the text.

*Adapted Classics* provides a specific set of lessons for each of the titles: *The Story of My Life*, *The Strange Case of Dr. Jekyll & Mr. Hyde*, *Treasure Island*, and *The Hobbit*. Each lesson should take approximately 45 minutes of instruction. The amount of time a lesson takes is dependent on the level of the student(s) you are teaching. Adjust the time/lesson to meet the instructional needs of the students.

Ten lessons provide instruction in the following:

- Genre
- Author introduction
- Theme
- Prediction
- Engagement in five chapters of adapted text
- Vocabulary development/review
- Whole text review
- Comprehension
- Written expression
- Reader's Theater
- Transition activity
- Optional – Expansion activity

## ***Instructional Content***

Each adapted text uses a basic sequence of instruction so students become familiar with concepts and materials even though content may change. The materials are designed to provide students with a variety of experiences and opportunities for repetition and application.

*Expansion Activities*

*Graphic Organizers*

*Transition Activities*

*Reader's Theater*

*Writing Activities*

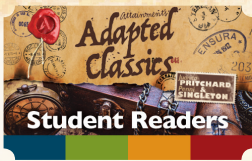
*Assessments: Chapter & Whole Book*

*Adapted Text / Worksheet Activities*

*Vocabulary: Pre/Post Assessment*

***Foundational Concepts:***

Ongoing, interactive instruction and differentiation for each student through four unique levels; a variety of assessment activities based on student needs; opportunity for practice and application; communication supports for all students



## Description of Levels

**Adapted Classics** provides four levels of adapted text with lesson plans. The level descriptions provided below may be used to determine which level of instruction and text for which the student should begin. Once a student has mastered a level, move on to the next level by repeating the story at a higher level or using a higher level with a new story.



Students at this level are beginning to respond to sights, sounds, and textures. The students are at a cause and effect level of participation. The focus at this point is not necessarily to grasp the specific content, but rather to respond to sensory awareness cues using materials related to a particular text. Students are only given choices that are correct since the goal is not to acquire knowledge of concepts but to respond to stimuli. Activities are designed to be errorless and are presented in a locate/show mode. **The focus is engagement and response.**



Students at this level are beginning to communicate with intention through gestures, pictures, objects, or simple language/AAC devices and are making simple choices. Students follow one-step directions. Activities can now include choices as well as distractors. While color and tactile cues may still be used, the focus is moving toward being able to discriminate and make choices within the context of the text. The students are emerging readers at a pre-K level. Activities are designed with two choices for the student; one is obviously the correct answer and the second is a very different distractor. The aim is to make a conscious choice related to the text. **The focus is making a choice, communicating, and understanding.**



Students at this level are using verbal or written words and communication systems to request, initiate, respond to questions, and describe things or events. They can classify, categorize, restate, and describe. Students are following two or more step directions. Students are now demonstrating understanding of concepts related to text at a K–1 level. Symbol support can begin to fade for these students. Activities are designed with three choices for the student: correct answer, extremely different answer, and an incorrect answer from the same text so that students must make conscious choices related to the text. The aim is to answer questions related to the text. **The focus is to understand/answer basic detailed questions specific to the text.**



Students at this level are able to request, initiate, and respond to questions, and describe things or events. They are beginning to infer, compare/contrast, and do other higher order activities, but may still need support from word banks, graphic organizers, etc., to demonstrate understanding of basic concepts. There is no symbol support at this level. Word banks are provided when appropriate. Text and activities are presented at a 1–2 grade level. Students will have four choices from which to choose. **The focus is to understand/answer detailed and inferential questions specific to the text.**

## Prompt Levels

Prompts are instructions, gestures, or any support/guidance given to help a student succeed.

Some common prompts and cues include:

- Physical
- Gestural
- Verbal
- Visual
- Auditory

## Least-to-Most Prompt Supports

It is recommended that least intrusive prompts be used first, giving the student ample time to respond (response time may vary for individual students), before moving on to the most intrusive prompts. For example: Once an instruction or request is given, provide wait time for responses before implementing a more intrusive physical prompt. A common approach to support is to provide a verbal prompt first. If the student does not respond given ample wait time, assist the student in making the correct response. **Providing students with ample wait time cannot be overemphasized.** Many students with cognitive difficulties require a significant wait time to process and implement a response.

This method of Least-to-Most Prompting may also help prevent students from becoming prompt dependent.

A printable mini-poster is available in the digital assets as a reminder of this suggested prompt hierarchy.





## Assessments

Each book has five end-of-chapter assessments and a whole book assessment. At the end of each chapter, there are three assessment tasks. There are five assessment tasks related to the whole book assessment. Each assessment is completed after reading the entire chapter or the entire book and summary text. These tasks are presented in a variety of formats to provide a more comprehensive picture of student understanding.

### Chapter 1 Assessments:

Application  
Main Character  
Recall: Citing Text

### Chapter 2 Assessments:

Characters  
Recall: Cloze sentences  
Application

### Chapter 3 Assessments:

Characters  
Character Traits  
Recall: Multiple Choice

### Chapter 4 Assessments:

Recall: Story Elements/Setting, Events  
Recall: Multiple Choice  
Setting

### Chapter 5 Assessments:

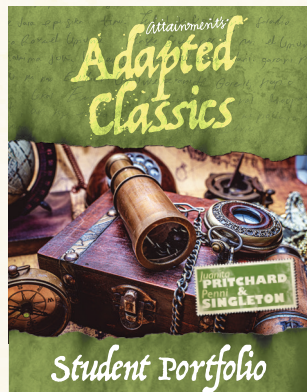
Recall: Multiple choice  
Recall: True/False  
Inference (Levels 1–3 only)

### Whole Book Assessments:

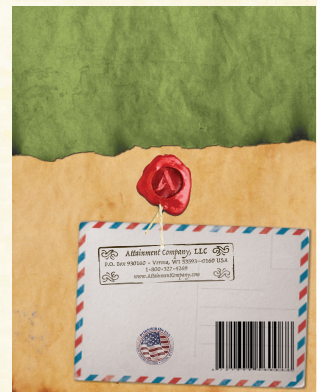
Sequencing  
Theme  
Recall: True/False  
Problem/Solution  
Relevant Details



This resource is available for printing from the downloadable digital resources



This resource is available for printing from the downloadable digital resources



## Learning Objectives

Students will complete learning objectives based on the level of instruction. It is essential to note the level of instruction with the progress data recorded for that student.

## Structure of Levels

**Level A** students will respond to a question/statement presented with visual support. The activities are errorless, with a focus on active participation.

**Level I** students will answer from a field of two choices with symbol support.

**Level 2** students will answer from a field of three choices with symbol support.

**Level 3** students will answer from a field of four choices with NO symbol support.

<b>Pre-Reading Activities</b>	<ul style="list-style-type: none"><li>• Identify book genre.</li><li>• Identify author and theme.</li><li>• Make a prediction.</li></ul>
<b>Chapter 1</b>	<ul style="list-style-type: none"><li>• Demonstrate understanding of how the book/chapter applies to life.</li><li>• Identify main character in the book.</li><li>• Cite from text to answer recall questions.</li></ul>
<b>Chapter 2</b>	<ul style="list-style-type: none"><li>• Identify character.</li><li>• Complete sentences using vocabulary.</li><li>• Demonstrate understanding of how the book/chapter applies to life.</li></ul>
<b>Chapter 3</b>	<ul style="list-style-type: none"><li>• Identify character.</li><li>• Identify character traits.</li><li>• Answer a recall question.</li></ul>
<b>Chapter 4</b>	<ul style="list-style-type: none"><li>• Identify story elements: character, setting, and events.</li><li>• Answer a literal recall question.</li><li>• Identify story element of setting.</li></ul>
<b>Chapter 5</b>	<ul style="list-style-type: none"><li>• Identify a true/false statement.</li><li>• Answer an inference question (<b>Levels I-2-3</b> only).</li></ul>
<b>Whole Book Assessment</b>	<ul style="list-style-type: none"><li>• Sequence story events.</li><li>• Identify theme.</li><li>• Answer literal recall question.</li><li>• Identify a true/false statement.</li><li>• Identify problem/solution from text.</li></ul>

# The Story of My Life Lesson Plans

## Lesson 1

 This resource is available for printing from the downloadable digital resources



### Materials List

- **Adapted Classics Student Readers** at appropriate levels; **Levels 1 & 3** as printed readers; **Levels A & 2** can be printed or used from digital resources
- Manipulatives (eye mask, sign language poster, blank book)
- Theme and Genre mini-posters for *The Story of My Life*
- All Vocabulary cards for *The Story of My Life* (Vocabulary list and levels on page 36)




### Classroom Supplied Resources

- Light, upbeat music
- A movie clip or YouTube video on Helen Keller's life *Note: Preview video before showing to students*
- A picture of Helen Keller
- Preprogrammed responses for AAC devices (as needed)
- Blank books for students to place in words, sentences, or pictures

Genre means what kind of book.

**Biography**

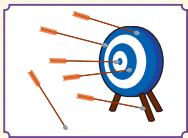


Helen Keller's *The Story of My Life* as adapted by Juanita Pritchard and Penelope Singleton is a **biography** book.

A biography usually involves interesting information and facts about the life of a real person.

Adapted Classics - The Story of My Life - Genre

The main idea of a story is called the **theme**.




**Perseverance**


The main theme of *The Story of My Life* is perseverance. Perseverance means to try until you reach your goal.

Adapted Classics - The Story of My Life - Theme


**The ALPHABET in SIGN LANGUAGE**



A B C D E F G H I



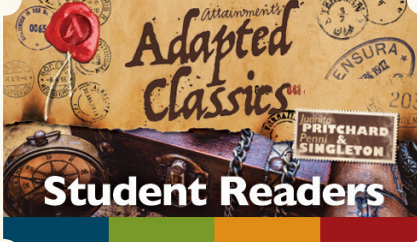
M N O P Q R



T U V W X Y Z

**Adapted Classics**

**Student Readers**



PRITCHARD SINGLETON



**sign language**

## Lesson 1

## The Story of My Life

### Introduction to the story

#### Step 1

#### Engagement



- Play light, upbeat music at the beginning of the lesson to heighten the mood to hopefulness and perseverance.
- Have students close their eyes while listening.

**Levels A & I** students can play music on switch devices.

- Look at the *The Story of My Life* book cover—title, author, graphics, and prediction.
- Show a movie clip or YouTube video on Helen Keller's life.

**Note:** Preview video before showing to students.

- Students *Turn & Talk* to discuss what they see and hear.

#### Step 2

#### Author Study

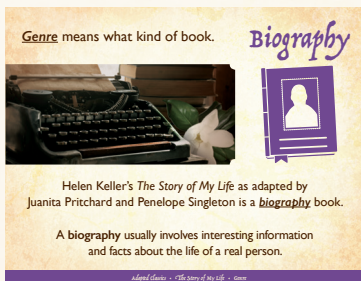


- What is an author? Who is Helen Keller?
- Who are other authors we have read?
- Talk about concepts from the Author Study page in the text.

#### Step 3

#### Genre

#### Introduce Concept



- Use the biography genre mini-poster and blank book to explain genre.
- Explain why the blank book represents a biography genre.
  - Each person fills out the pages differently. What is your life story?
- Have a picture of Helen Keller on the computer, interactive whiteboard, or in print.
- Have students make a mini-book of their life or of their events in the prior week.

## Step 4

### Theme



- Introduce the theme *perseverance* with the perseverance theme mini-poster.

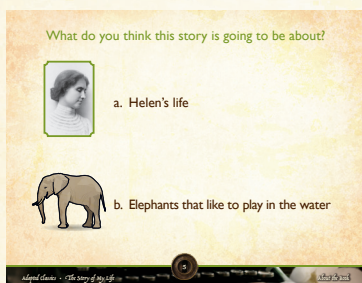
**Note:** Decide if it is best to use the word and definition or just the definition with your students.

- Discuss situations when someone has to keep trying to learn something.
  - ◀ Students may need examples (riding a bike, writing your name, learning to cook, walking, standing, etc.).
  - ◀ Explain that the word *perseverance* means *to just keep trying*.
- Display the perseverance mini-poster for reference for the remainder of the instructional unit.

**Note:** The theme expresses the intended message of the author and ties all the story elements together.

## Step 5

### Prediction



Look at the book cover of *The Story of My Life* again.

- Look at the prediction page. What do you think will happen in this story? Why?

**Levels A & I** Provide picture support by showing pages from *The Story of My Life* with possible options to help students make a choice of what they think might happen.

Students at **Level A** are errorless and have only one choice.

Students at **Level I** have a choice of two options.

**Levels 2 & 3** students should be encouraged to give reasons why they think something will happen.

Students at **Level 2** have a choice of three options.

Students at **Level 3** have a choice of four options.

## Step 6

### Vocabulary Introduction



- Use Vocabulary cards that go with the level of text selected for instruction. Introduce the vocabulary words that occur in the chapter you are working on.

**Levels A & I** Show each Vocabulary card with the picture. Say the word. Have students say or touch the word/picture. Use communication supports as appropriate to student needs.

**Levels 2 & 3** Introduce the Vocabulary cards one at a time. Say each word. Have students read the Vocabulary card using communication supports as needed.

Select one or more Vocabulary Activities in *Appendix D* to learn and review the vocabulary words.

**Note:** Introduce vocabulary words as they occur in each chapter.

#### LEVEL A

blind  
college  
deaf  
hear  
see

#### LEVEL I

blind  
college  
deaf  
fever  
hear  
help  
object  
see  
sign language

#### LEVEL 2

blind  
braille  
college  
communicate  
darkness  
deaf  
fever  
hear  
help  
object  
see  
sign language  
silence

#### LEVEL 3

blind  
braille  
college  
communicate  
darkness  
deaf  
fever  
goal  
hear  
help  
object  
see  
sign language  
silence