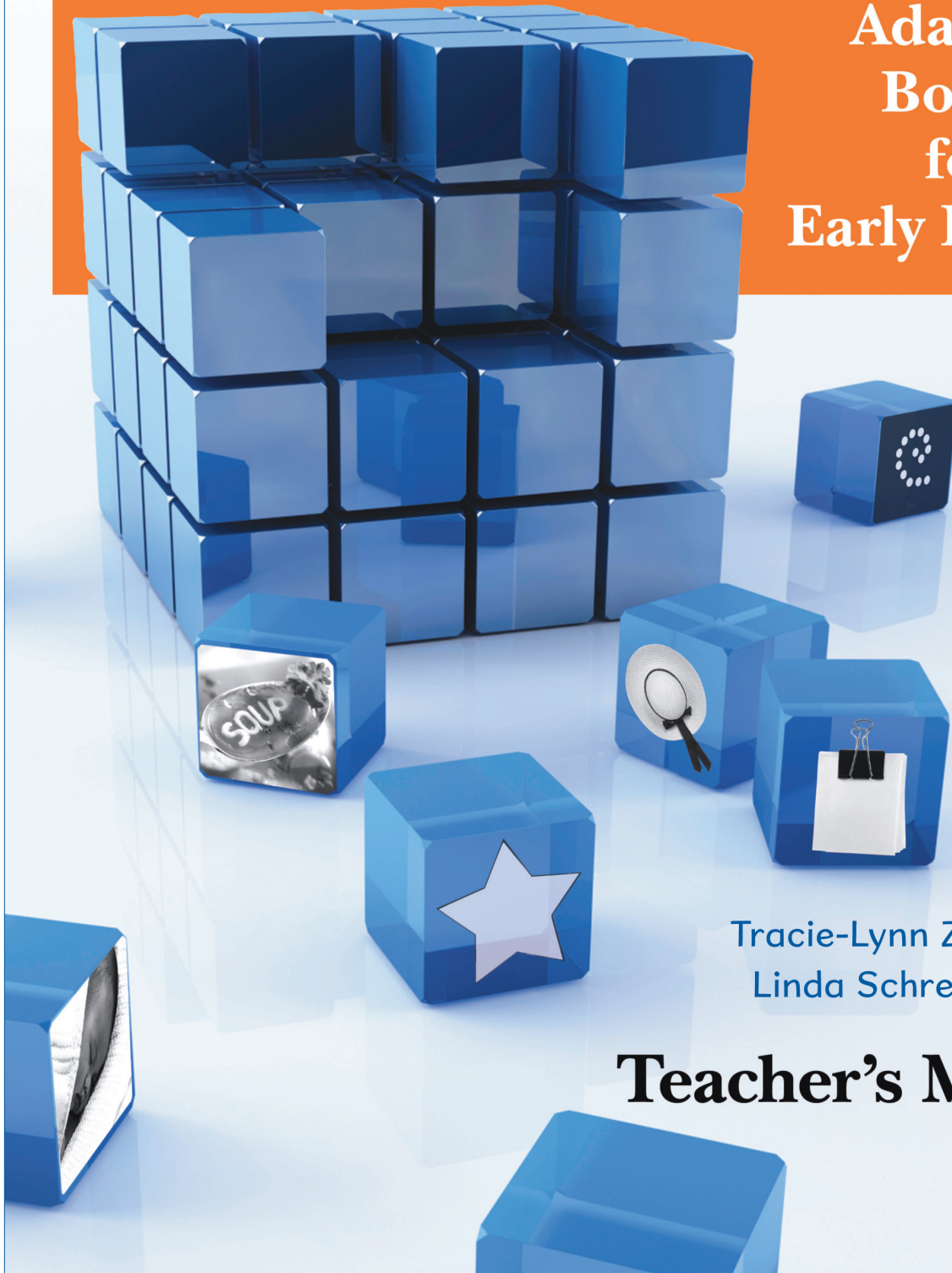


Attainment's

Building *with* STORIES

Adapted
Books
for
Early Literacy



Tracie-Lynn Zakas
Linda Schreiber

Teacher's Manual

Win/Mac CD

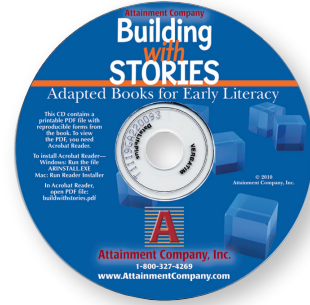
This CD contains printable PDFs and a editable, blank lesson plan word document file. The PDF (portable document format) files require Acrobat Reader software.

To install Acrobat Reader:

Windows: Run ARINSTALL.EXE on the CD.

Mac: Run Reader Installer on the CD.

You need Microsoft® Word to use the editable lesson plan.
Copy the file to your hard drive to use.



Building with Stories: Adapted Books for Early Literacy

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Graphic design and Composition Sherry Pribbenow

ISBN: 1-57861-705-7

An Attainment Publication

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Printed in the United States of America



Attainment Company, Inc.

PO Box 930160

Verona, WI 53593-0160 USA

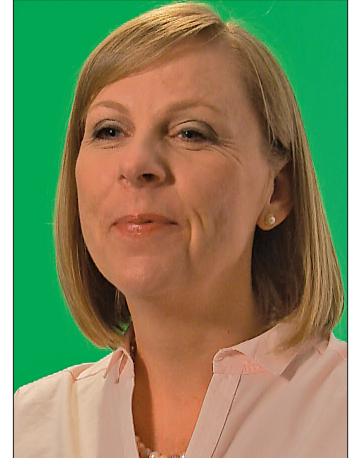
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Overview

The importance of reading to children as a way to broaden their life experiences, develop their vocabulary, build listening comprehension, and form a strong foundation for literacy skills is well-documented (Archer, 2009; Bus, van IJzendoorn, & Pellegrini, 1995; Cunningham, 1995; Justice & Ezell, 2002; van Kleeck, 2006). Students with moderate-to-severe disabilities are often precluded from participation in literacy activities—in particular, storybook reading activities—by educators (Downing, 2005) and by parents (Marvin, 1994). This occurs primarily because of a disbelief in the benefits that might be gained from reading activities and also because nonverbal children need specialized adaptations to fully interact with stories.

It is important to know, however, that students with even the most severe disabilities—including those that access the curriculum at a presymbolic level—benefit by participating in literacy activities. Development of vocabulary and world knowledge, awareness of the conventions of print, and improved listening comprehension have been documented by Browder, Ahlgrim-Delzell, Courtade, Gibbs, and Flowers (2008) and Mims (2007). For this population of students, literacy activities also build self-esteem, self-determination, independence, and communication (Downing, 2005). Even greater benefits in vocabulary growth and comprehension are seen when students actively participate in, rather than passively listen to, the storybook reading (Justice & Ezell, 2000, 2002, 2004; Justice & Kaderavek, 2002). And when adults reading the story intentionally focus on print, children's knowledge of print functions, conventions, and forms increases significantly (Justice, Chow, Capellini, Flanigan, & Colton, 2003).

Adapting stories requires thoughtful preplanning and extra equipment and time—resources that are often difficult for educators and parents to come by. In response to this need, **Building with Stories: Adapted Books for Early Literacy** was created.

What Is Building with Stories?

Building with Stories: Adapted Stories for Early Literacy is a set of 10 storybooks with lesson plans and adaptations appropriate for students ages 4 to 10. Building with Stories is helpful for students who have physical, cognitive, and communicative needs (including students with autism) that have prevented them from actively participating in storybook reading. It supports the Building with Stories component of the research-based curriculum **Early Literacy Skills Builder** (ELSB; Browder, Gibbs, Ahlgrim-Delzell, Courtade, & Lee, 2007). It can be used with the ELSB curriculum or as a stand-alone product. Building with Stories includes the following:

- 10 storybooks for adapting
- Teacher's Manual with lesson plans for each story

Overview

- Student Materials, which allow students who are nonverbal to respond to questions about the story by pointing or by eye gaze
- CD-ROM with PDF files of Student Materials and reproducibles
- Manipulative objects related to the story (used to engage students)
- Adapting kit with tools to get you started
- Repeating storyline stickers (used to add a predictable storyline when needed)

Stories chosen reflect diverse topics, address multicultural characters and settings, represent a variety of Lexile ranges and concepts, are found on many classroom reading lists, and in most cases are award winners (e.g., Caldecott or Newberry Awards). The easy-to-assemble adaptations help educators and parents easily get children actively participating in story-reading activities.

Goals

The story-based lessons included in Building with Stories promote access to classroom curriculum as mandated by the Individuals with Disabilities Education Improvement Act (IDEA, 2004) and they align with academic standards in language arts and reading as mandated by the No Child Left Behind Act (NCLB, 2002). The lessons help students achieve multiple literacy and communication goals and objectives, such as the following:

- Knowing the functions of print (that print carries meaning)
- Knowing the conventions of print (that it is a rule-governed system)
- Developing phonological awareness (awareness of syllables, rhymes, and sounds in words)
- Developing alphabetic knowledge (knowledge that letters stand for sounds)
- Constructing meaning from the interaction between the adult and child
- Broadening world knowledge and metalinguistic awareness through repeated readings
- Improving listening comprehension
- Developing vocabulary knowledge
- Improving communication, turn-taking, and joint attention as both the student and adult play important roles in the story reading interaction
- Making decisions independently

Overview

The Role of Assistive Technology

One way to improve access to emerging or early literacy activities for students with disabilities is through assistive equipment, which is any technological item or piece of equipment that is used to improve the capabilities of individuals with disabilities (Moody, 2006). Using assistive technology for nonverbal students is crucial for student's active participation in the storybook reading (Soto, 2006). In the Building with Stories lessons, specific instructions are given for preprogramming augmentative/alternative communication (AAC) devices to promote communication, using response cards for students who eye gaze, and providing assistive devices for turning pages of the book—all of which ensure active participation of the students.



Components

10 Storybooks

Building with Stories provides a collection of award-winning storybooks. Table 1 lists the stories along with the Lexile score for each story. Lexile scores are based on the Lexile Framework for Reading (Metametrics, 2010) and indicate the text difficulty. This score will be helpful in determining how difficult the story will be to comprehend.

Table 1: Building with Stories Books Included

Title	Author	Illustrator	Lexile Score
1. Amazing Grace	Mary Hoffman	Caroline Binch	680
2. ANANSI Does the IMPOSSIBLE!: An Ashanti Tale	Verna Aardema	Lisa Desimini	630
3. The Boy of the Three-Year Nap	Dianne Snyder	Allen Say	610
4. HUSH!	Minfong Ho	Holly Meade	640
5. MADELINE	Ludwig Bemelmans	Ludwig Bemelmans	480
6. Martha Speaks	Susan Meddaugh	Susan Meddaugh	420
7. OFFICER BUCKLE AND GLORIA	Peggy Rathmann	Peggy Rathmann	510
8. The Rainbow Fish	Marcus Pfister	Marcus Pfister	AD410
9. Stellaluna	Janell Cannon	Janell Cannon	550
10. WHERE THE WILD THINGS ARE	Maurice Sendak	Maurice Sendak	AD740

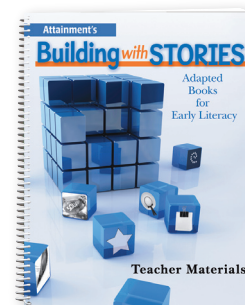
Components

Teacher's Manual

Building with Stories provides a lesson of instruction for each story. Lesson plans begin on page 23 of this Teacher's Manual. The lesson plans include:

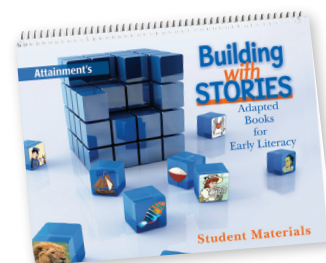
- A list of materials to gather as well as optional materials for students who are nonverbal and use AAC devices and/or who use eye gaze as a mode of responding.
- Directions for preparing the book adaptations.
- A step-by-step plan for engaging students, encouraging communication and interaction, developing print awareness and vocabulary, and supporting comprehension.

The Teacher's Manual also describes background information on interactive storybook reading, provides suggestions for preparing stories for adaptation, provides step-by-step instructions for teaching the lessons, and describes a process for monitoring progress. It also includes a blank lesson plan (see Appendix A) so you can apply the Building with Stories framework to any story.



Student Materials

The Student Materials are provided in a spiral-bound book making it easy to display during story reading. The materials provide response options for students who are nonverbal or for those who need ideas for responding. The Student Materials include illustrations of the chosen vocabulary word, response options for prediction questions, and response options for comprehension questions. These materials are provided as a PDF file on the CD-ROM.



CD-ROM

All reproducible materials provided in this Teacher's Manual are provided on the CD-ROM for convenient printing. A PDF of the Student Materials is provided on the CD-ROM, which allows you to print out specific pages and cut responses apart for students who eye gaze as their response mode. In addition, you'll also find an electronic version of a blank Building with Stories lesson plan on the CD. This file allows you to type directly into the electronic lesson plan and save and print.



Components

Story-Related Objects

The Materials listed in each lesson plan gives examples of objects to gather for engaging students during an anticipatory set. Suggestions are commonly found objects. However, the Building with Stories package includes story-related objects to use to engage students. A full list of story-related objects included in the package is available on the Building with Stories product page at www.AttainmentCompany.com

Adapting Kit

To get you started adapting the 10 storybooks, an adapting kit is provided. It contains:

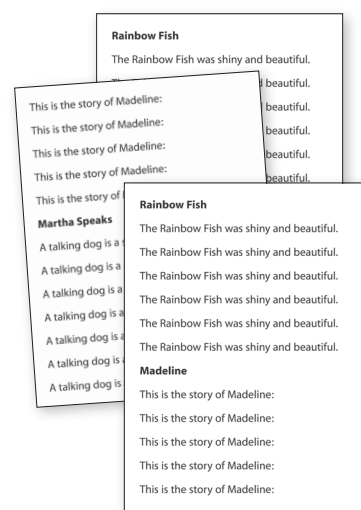
- One highlighter marker for highlighting vocabulary words
- Post-it® flags for marking pages
- Wooden craft sticks to use as page turners or to attach response cards to
- Velcro® tabs for use with response cards and eye-gaze boards
- Wikki Stix® for highlighting the book title and/or the author's/illustrator's names. The Wikki Stix® can also be used to underline the text-pointing text.



All of these items are commonly found at craft stores, discount stores, or office supply stores if you need to replenish your supplies.

Repeated Storyline Stickers

Many storybooks already have a repeating storyline embedded into the text but not all. Repeating storylines help develop children's concepts of print and also do help develop vocabulary. For books in Building with Stories that do not have a repeating storyline, we created one. We used the theme of the story and created a repeating storyline using a simple sentence. The repeated storylines are provided on stickers. Refer to the story lesson plans to know where to place the stickers. A master copy of the repeated storylines is included in Appendix B in the event you want to print more.



How to Use Building with Stories

Building with Stories Framework

Although there are several frameworks for interactive storybook reading, Building with Stories follows the 10-step framework suggested by Browder, Gibbs, Ahlgrim-Dezell, Courtade, and Lee (2007) in **Early Literacy Skills Builder**. An 11th step has been added as a way to review vocabulary. The steps are outlined in Table 2 and are applicable to any story, not just those provided in Building with Stories. Appendix C includes these steps as a quick reference.

Table 2: Steps for Building Literacy with Stories

Step 1	Engage the students with an anticipatory set.
Step 2	Read the title.
Step 3	Read the author's and/or illustrator's name(s).
Step 4	Model opening the book.
Step 5	Ask a prediction question.
Step 6	Point to text while reading.
Step 7	Read a repeated storyline, having students repeat it.
Step 8	Identify specific vocabulary in the text.
Step 9	Read the story and have students indicate when to turn the page.
Step 10	Ask comprehension questions.
Step 11	Review the vocabulary.

Choosing a Story

When deciding which story to read, consider first the literature that correlates with the student's grade-level curriculum. Ideally the lesson is planned with a classroom teacher who will also help determine how the student will meaningfully participate in the classroom lesson with his or her peers.

How to Use Building with Stories

When possible, also choose the stories that are age-appropriate for your students. The materials students experience need to reflect their growth and development so they have the opportunity to learn about different things and about the things that their peers are learning (Downing, 2005). Keep in mind that some picture books can cross a wide range of ages and include concepts that are more advanced than might at first appear.

In addition, we have provided stories with a varying range of Lexile scores. A Lexile score is an indicator of comprehension difficulty (Metametrics, 2010). The higher the score, the greater the conceptual and syntactical load. The Lexile scores for each book are indicated in Table 1 on page 9 and are indicated in the lesson plans. You might choose stories with greater Lexile scores for older students.

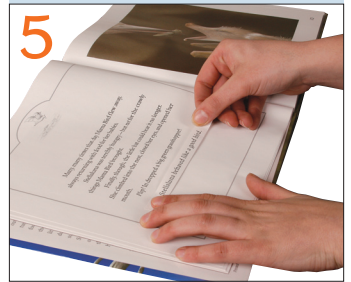
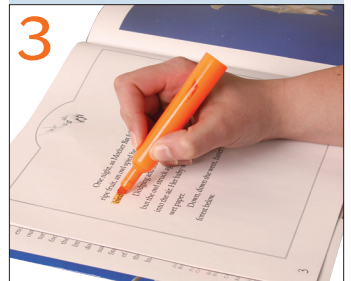
Preparing the Book

We have provided most of what you will need for adapting stories. However, you may want to gather these optional materials that have not been provided.

- Three-ring binders
- Plastic page protectors
- Small pieces of sponge, hot glue gun
- Pipe cleaners, dry spaghetti, glitter glue, or glue and sand
- Scissors
- Tape

Follow these easy steps to adapt a story.

1. Number the pages if needed. Refer to the lesson plans to know where page 1 starts. If desired, cut the pages of the book apart and place them in plastic page protectors (available from office supply stores) and then in a three-ring binder. Place the book cover in the front of the binder. Or laminate the pages of the books to increase the life of the adapted book.
2. Use Wikki Stix® (provided), glitter glue, pipe cleaners, dry spaghetti, or sand mixed in glue to underline or outline the title of the book and the author/illustrator name(s). This gives students a tactile experience. You can also use Wikki Stix® to underline the text-pointing text.
3. Use the marker to highlight the vocabulary word wherever it appears in the text (see the lesson plan for specific page numbers).
4. Highlight the repeated storyline wherever it occurs in the story. Or if the story does not have a repeated storyline, stick the repeated storyline sticker provided on the pages indicated in the lesson plan. Trim the sticker if needed.



How to Use Building with Stories

5. Use a Post-it® flag to mark the page containing the text you will use as the text-pointing page. Refer to the lesson plan.
6. Use Post-it® flags to indicate where you will ask comprehension questions.

Preparing the Adaptations

1. For students who are using an augmentative/alternative communication (AAC) device, prepare an overlay for the device and prerecord responses. Each lesson plan lists what you should prerecord, including optional suggestions such as “turn the page please,” or “the end.” These are communications that will keep all students actively involved. If you create any additional AAC overlays/recordings, be certain to always combine text (lowercase letters except where uppercase is appropriate) with the picture symbol to encourage literacy and print awareness.
2. For students who are nonverbal or who use eye gaze as their primary mode of response, prepare response cards for the vocabulary and the prediction and comprehension questions. Print the pages you need from the Student Materials file on the CD-ROM. Print onto heavy stock paper, cut them apart, then laminate them for durability.
3. Decide how many response choices you will provide the students. For each comprehension question, we have provided one correct response and three distractors. The distractors, or foils, include one plausible response, one outlandish response, and one disparate choice. Based on each student’s needs, you can decrease the number of distractors to two or one.
4. As an option, prepare page turners for students who may need assistance in turning the page. Page turners help keep the pages separated so the student can grasp them more easily for turning. You can use a hot glue gun to attach tiny pieces of sponge or wooden craft sticks to help separate the pages. You can also simply add a splotch of hot glue in the upper right-hand corner of a page to keep the pages separated.

Another option for turning a page is to attach a piece of the hook side of Velcro® on the right-hand page, midway down the side of the page (Robinson, 2010). Attach a soft-side Velcro band around the student’s wrist so that he or she can turn the page with the Velcro band.



Teaching the Lessons

Stories can be read to individual students or to small groups of students. If grouping students, groups of 3–5 are ideal for giving each student an opportunity to participate in the reading and this size group is effective (Hindman & Wasik, 2006).

Martha Speaks

Author/Illustrator:
Susan Meddaugh

Target vocabulary:
talk

Repeated storyline:
**A talking dog is
a surprise!**

Lexile score: 420

Martha Speaks

Materials

- Anticipatory set item (e.g., alphabet soup, a stuffed dog, a cell phone or old telephone to dial 9-1-1)
- **Students Materials**, pages X-X
- Highlighter
- Post-it® flags
- Materials for highlighting title and author/illustrator (see page X)
- Repeated storyline stickers: *A talking dog is a surprise!*

Optional Materials

- AAC device preprogrammed with response options: *talk*, *turn the page*, *A talking dog is a surprise! surprise* (optional)
- Pointer/light pointer
- Eyegaze board
- Materials for fluffing pages (see page X)

Prepare the Book

1. Number the pages. Page 1 starts, “The day Helen gave Martha dog her alphabet soup,”
2. Prepare what might be needed to help students turn the pages (see page X).
3. Underline or outline the title and the author/illustrator (see page X).
4. Use a Post-it flag to mark page 7 as the text-pointing page.
5. Use a highlighter to mark the vocabulary word *talk* where it occurs on pages 4, 11, and 19.
6. Stick the repeated storyline stickers, *A talking dog is a surprise!* on pages 3, 5, 7, 9, 11, 15, 29, and 30.
7. You might opt to “overwrite” the words *Shut Up!* on page 18 with the words *Be Quiet!* Tape a sheet of paper on page 18 and rewrite the text.



Tips

- There are a few vocabulary words in this story that students may not be familiar with. When possible, to enrich the students' vocabulary, remember to add (insert while reading) a synonym—a familiar word or words—when reading vocabulary that may be unfamiliar. Examples:

page 1

... Helen gave Martha dog her alphabet soup—*letters soup*, . . .

page 2

... something unusual—*something* strange—happened.

page 3

That evening—*that night*—Martha spoke.

page 5

... a regular part of Martha's diet—*Martha's food*, . . .

page 8

... more than pizza was being delivered—*being brought to their house!*

page 9

Family and friends were amazed—*surprised*.

- You will find many activities on the web for adding to this story reading. Simply search for *Martha Speaks* activities.



Lesson

1. Engage the students with the anticipatory set.

Hold up the stuffed dog (or the can of alphabet soup, (telephone, etc.)). Tie the object to the story. Explain you will read a story about a dog, named Martha, that talks.

Introduce students to the word *talk*. Explain that the words *talk* and *speak* mean the same thing. Show students the picture/text for talk in the Student Materials and say, **Our vocabulary word today is talk. This is a picture showing a person talking and this is the word talk** (point to the text). **Say talk. Touch the picture of the person talking. Touch the word talk.**

Encourage students to touch the picture for talk while you describe what it means to talk (e.g., People talk to each other to tell them something, to tell each other how they feel, some people talk with a device, some talk with words, some talk using sign language). Make reference to information about talking that the students might be familiar with.



Martha Speaks

2. Read the title.

Show students the cover of the book. Give each student an opportunity to point to/say the title.

3. Read the author/illustrator's name.

Give each student an opportunity to say/point to the author's/illustrator's name.

4. Model opening the book.

Pass the book (upside down if desired) to one student as an opportunity to open it (1) without being told, or (2) with a prompt if necessary.

5. Ask a prediction question.

Say, **What do you think the story will be about?** Give each student an opportunity to answer the prediction question orally or using the Student Materials. Write their responses on notes to remember their predictions.



*Read the story in its entirety. While reading, sweep your finger under the text moving left-to-right, and line-by-line or word-by-word, depending on the skill level of your students. Give students an opportunity to anticipate turning the page without being told. Pause after reading a page to give students an opportunity to say to turn the page or ask for help to turn the page. You can prompt students by asking, **What can we do to keep our story going?***

6. Read the repeated storyline.

After reading the story once, go back and read it again. Give students an opportunity to anticipate the repeated storyline on pages 3, 5, 7, 9, 11, 15, 29, and 30. When reading the repeated storyline, pause before the storyline *A talking dog is a surprise!* and wait to have students say it. If no response, model saying the repeated storyline for them and give them an opportunity to imitate you.

If a student cannot say the entire repeated storyline, say the first part of the storyline, and have the student say the last word, **A talking dog is a _____!** Have each student complete the sentence orally, by using an AAC device programmed with the word *family*, or by pointing to the picture/text of surprise in the Student Materials.





7. Identify the vocabulary.

Also when reading a page with the word *talk* highlighted, have each student point to/say the vocabulary word on the page. Point to the word talk and say, **This is the word talk. Say talk. What word? Talk. Yes, this is the word talk.** Give each student an opportunity to point to/say the word talk. Remind the children of it means to talk is and point to the picture/text for talk in the Student Materials.

8. Point to text while reading.

When reaching page 7, read and model pointing to the line of text:

They taught Martha how to use
the phone.

But this was a mistake.

Give each student an opportunity to point to the text on the text-pointing page while you read it. Say, **Read with me.** Have each student point to the text going from left-to-right and top-to-bottom while you read it.

Use the Student Materials page for students who need larger text for pointing.

9. Have students indicate to turn the page.

Continue to read the story. Throughout the reading, give students an opportunity to anticipate turning the page without being told. Also pause after reading a page to give students an opportunity to turn the page or ask for help to turn the page. Prompt students by asking, **“How can I keep the story going?”**

10. Ask comprehension questions.

At the end of the story reading, close the book and look at the cover. Ask, **What was our story about?** Have each student respond orally or by using the Student Materials. Prompt each student to respond. Compare student responses to their earlier predictions.

Then, ask at least one other comprehension question of each student. Choose a literal or inferential question and return to the page(s) with the related information. Ask the question immediately after reading the sentence(s) with the answer in it.

(Remember that the answers to literal questions are given in the story but the answers to inferential questions go beyond what is given.)

Have students respond orally or by pointing to responses in the Student Materials. Support students' comprehension using scaffolding questions as needed.



**Student
Materials**



Martha Speaks

		Type of Question	
Question	Page #	Literal	Inferential
What kind of animal was Martha?	1	X	
What did Martha do that other dogs cannot do?	3	X	
What made Martha speak?	1-3		X
How often did Martha eat alphabet soup?	5		X
When Martha's family told her to be quiet how did she feel?	19		X
What did Martha do when she saw the burglar?	25	X	

11. Review vocabulary.

Review the vocabulary word *talk*. Say, **Today you learned a new word. Your new word was talk.** Point to each picture of talk in the Student Materials while you say, **This is a picture of talk, and this is talk, and this is talk.** Point to the word talk and say, **And this is the word talk. Say talk. Now, you point to talk.** Give each student an opportunity to point the all three pictures of talk and the word talk.

Turn to the next pages in the Student Materials, which show talk and three other illustrations. Say, **I wonder if I can trick you. Point to the picture of talk.** Give each student an opportunity to point to the picture of talk, turning the pages as you ask.

