

Attainment's **Pathways to Literacy**

Earthdance Teacher's Guide



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Pathways to Literacy

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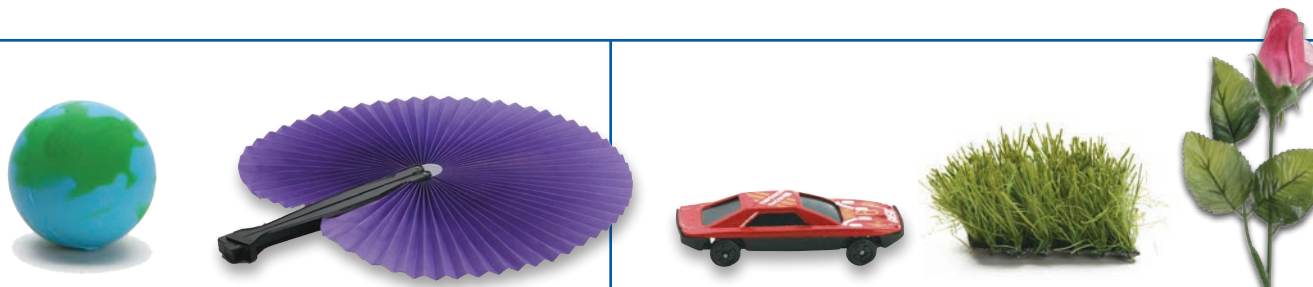
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Contents

Earthdance Overview	5
Level One	
Materials and Lesson Scripts	7
Level Two	
Materials and Lesson Scripts	19
Level Three	
Materials and Lesson Scripts	33
Level Four	
Materials and Lesson Scripts	57
Level Five	
Materials and Lesson Scripts	83

Overview



Deciding Where to Start

Remember to first determine the starting level for a student. **Decision Rules** (Appendix D) can help you determine at which level to begin with a student. Not all students need to begin at Level One.

Preparing to Teach the Lessons

Use the **Planning Template** (Appendix B) you prepared for the student at the chosen level. The Planning Template helps you plan for how you will deliver instruction, what response you will expect from the student, how long you will wait for a student to respond, and when and how you prompt the student. Refer to the **Scope and Sequence** on pages 12–14 of the Implementation Guide to see how one level differs from the next for the objectives listed.

Preparing the Materials

Organize your book and the materials needed to conduct the lesson smoothly. A **Materials List** is provided at the start of each level. Note that for all levels, you will need to preprogram the **Big Button** AAC device (or the student's device) with the word that completes the repeated storyline. Also insert a **Picture Card** into the case on the top of the Big Button or attach a picture to the student's AAC device.

For Levels Three to Five, if the student is an **eye-gaze responder** or a **touch responder** and has difficulty moving from an object to an illustrated picture representation of the object, real photos of the object may be a helpful transition. Find a PDF file on the CD provided with Pathways to Literacy titled **PTL_PhotoCards.pdf** for this purpose. Print this file on card stock and cut out to create a set of photo cards.

For Levels Three to Five, students who **eye-gaze as a response** may need to have the picture cards enlarged. Enlarged images of the Picture Cards are also provided as a PDF file titled **PTL_LargePictures.pdf** on the CD for this student.

For Levels Three to Five, students who have **visual impairment and are object responders** will need a set of picture symbols for responding. Use a set of the picture cards provided to create picture symbols. Also create a photo symbol representing the student. Refer to pages 25–26 of the Implementation Guide for instructions.

In Levels Three to Five, students begin make choices. The scripts describe using distractor objects, picture cards, or symbols. A distractor (the incorrect response) can be something obviously incorrect—such as when asking what Earthdance was about, using the Earth model (target) and a sock (the distractor), or it can be a plausible answer—such as using the flower as the distractor choice for the same question.

Making the Most of Your Story-Based Lesson for Earthdance

Student engagement with the books is crucial to success. In Pathways to Literacy, students are given the opportunity to engage with objects from the story. For Earthdance, a **toy car**, **artificial grass**, and a **flower** are used as a way for the student to read along with you. Engaging with concrete objects that are paired with the reading of the abstract text allows students to make connections between the words on the page and the objects with which they are engaging. Since the objects used in the books are immediately used in comprehension questions, students are better able to show what they know, and consequently, they experience success. Because this skill is similar to a student reading along with a teacher, you will see this step referred to as “Read with Me.”

When planning your lesson for Earthdance, you may build additional elements into the story with repeated readings. Earthdance has numerous concepts; make sure you have a balance of ideas and experiences that are familiar to the student as well as ideas that are novel and interesting. For example, elements in Earthdance such as dancing or riding in cars may be familiar to your students, but flowers budding or the idea of thunderstorms or volcanos may be very novel.

You may want to add activities to your day that are related to Earthdance. Activities might include making a game out of dancing around a model of the Earth (like the one provided for the anticipatory set), or creating artwork related to the story (such as a picture of the earth or pictures of people from around the world). Earthdance can also provide a jumping off point for science and social studies lessons. You might talk about habitats mentioned in the books: grasslands, oceans, cities. You could also have students create dioramas showing a scene from the book. The theme of Earthdance is that we all have the Earth in common. This idea provides a nice foundation for a social studies lesson about the similarities among different cultures.

Other Ideas for Engaging Students

In addition to the adaptations already provided for Earthdance, some students will benefit from other adaptations such as the following:

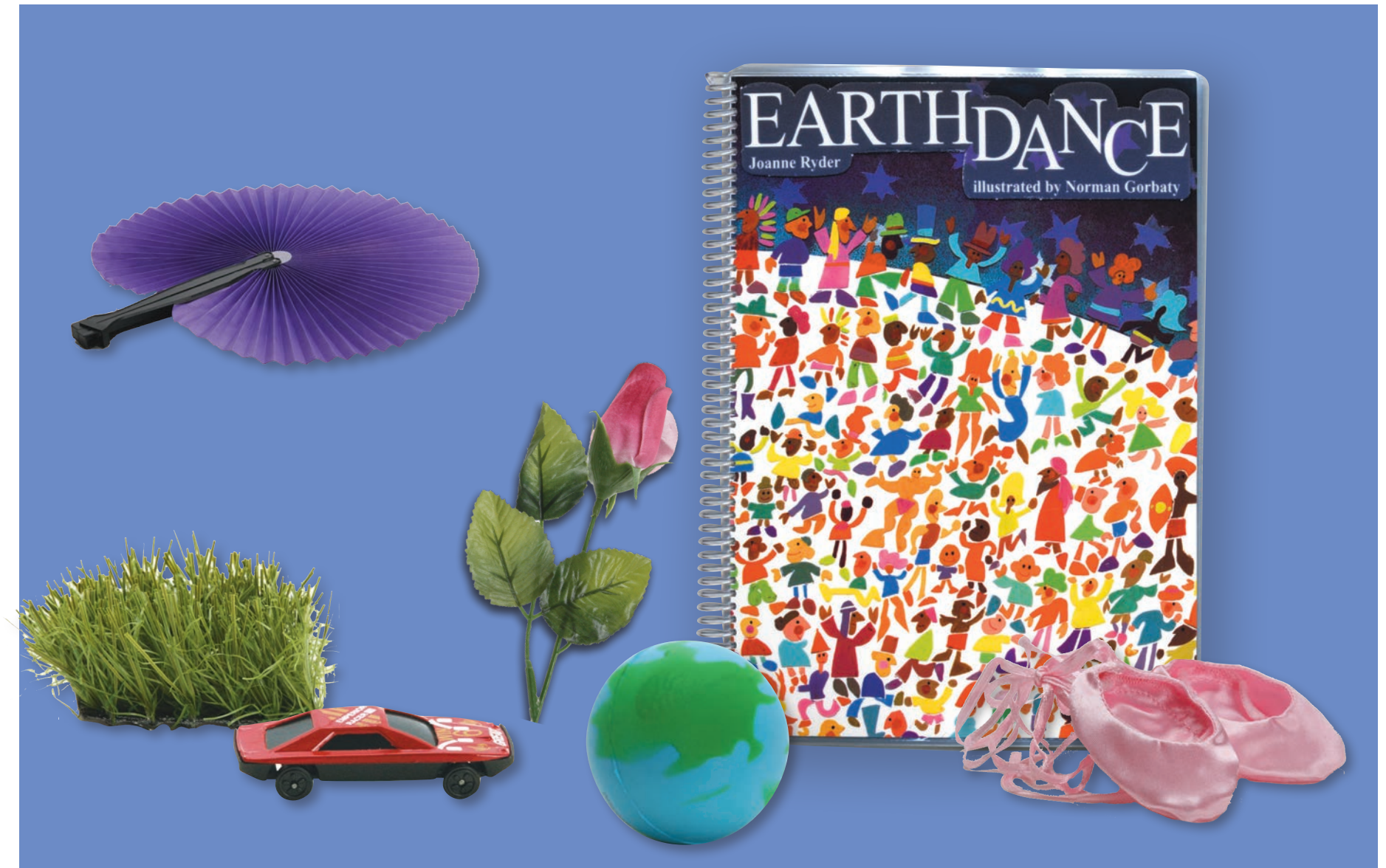
- Use sand and seashells as the anticipatory set.
- Consider adding even more texture (e.g., sandpaper, foam alphabet letters, fabric) to the title on the book or to the book cover.
- To the inside of the book, you might add sandpaper to the deserts, a Ziploc bag of blue water to the ocean, silver stars to the night sky, or cotton to the snow. Adding more texture can add to the student’s engagement with the book.
- If the story is too long, decide what details you think can be left out. You may choose to skip entire pages (just tape them together), or you may choose to rewrite the text on some pages to make it shorter.
- On pages 5–6, stretch the student’s arms out or ask the student to stretch his or her arms out as text is read.
- On page 12, add a sound clip of a waterfall, and/or a sound clip of an earthquake on page 13. (You can find sound clips on the web by searching using these terms.)

Monitoring the Student’s Progress

Monitor student progress and ensure success. Collect data as you teach using the **Data Collection Form** (Appendix F). Create an environment for success by considering where and what time of day literacy lessons will be taught effectively. Refer to **Teaching Tips for Improving Student Progress** on pages 20–24 of the Implementation Guide to improve a student’s progress. Revisit the planning template as a student advances through levels.

Earthdance

Level One



Suggested Prompt Hierarchy: least to most

Suggested Wait Time: 5 seconds to initiate response

Materials

- Adapted **Earthdance** book
- Objects: **grass, car, flower, Earth model, fan, dance slippers**
- Picture card for the AAC device: **dance**
- Big Button AAC device preprogrammed with the word **dance**

Optional Materials

- Bell
- Flashlight
- Eye-gaze board
- Solid background (e.g., black construction paper or felt)

Lesson

1 Present a book.

Greet the student by saying, **Hello, (student's name). Let's get started with our reading lesson. Today we will read a book called Earthdance. Here is the book we will read today.**

Present the student with the book as follows:



Hold up within the student's visual field.



or Hold within the student's reach, then place the student's hands on the book.

Allow time for the student to explore the book.

Say, **I like how you are exploring the cover of the book!**



Prompts



If the student looks away or seems to look right through the book, add another cue that might help the student focus. Shine a flashlight on the book, or ring a bell or put something that makes noise beside the book to draw the student's attention to the book. Reinforce the student as soon as he or she focuses.



or If the student does not explore the book cover or move his or her hands or fingers to explore, provide a physical prompt to explore. If the student makes no movement, physically guide the student's hands across the cover of the book. Reinforce the student for exploring.

2 Read the title and author.

Say, **Listen while I read the title and author. Earthdance is the title and Joanne Ryder is the author of this book.** Point to the author's name.

Say, **The author is the person who wrote the book. Let's read the title together. You find the title and I will read it.**



Place the book with the raised title within the student's visual field. If the student attends to the cover, praise him or her by saying, **Great! You are looking at the title. I'll read it for you. The title is Earthdance.**



or Place the student's hand or fingers on the edge of the book. Allow time (up to 6 seconds) for the student to explore the book cover. If the student finds the text either accidentally or intentionally, praise him or her by saying, **You found the title. I'll read it for you. The title is Earthdance.**



Prompts



If the student does not attend, shine a flashlight on the title or tap the title to draw the student's attention to the book cover. If the student attends to the cover, praise him or her by saying, **Great! You are looking at the title. I'll read it for you. The title is Earthdance.**



or If the student does not attempt to explore the book cover, guide his or her hands over the text while you read the title. Praise him or her by saying, **Great! You are touching the title. I'll read it for you. The title is Earthdance.**

3 Introduce the story with an anticipatory set that engages the student.

Show the model of the **Earth** to the student. Say, **Here is the Earth. This is what the book will be about. Feel the Earth.** Make sure the student is attending and then give the student an opportunity to engage with the model of the Earth by placing or holding it within the student's reach.

Allow time for the student to engage with the model of the Earth.

Say, **Yes! This is the Earth. We will hear about the Earth in the story.**



Prompts



If no response, move closer to the student. Hold up the model of Earth and say, **(Student's name), look at the Earth. Touch the Earth.** Place the Earth back in the student's hand. Praise the student.



or If no response, provide physical guidance. Praise the student for touching the Earth model.

4 Model opening the book.

Say, **Let's get started reading. First, we need to open our book.**

Demonstrate opening the book, then close the book. **Let's practice.**

You help me this time. Place the book near the student, such as on the student's tray. Have the student do as much as possible independently; assist the student as needed to open the book. Say, **Good job! You helped me open the book. Let's read our story.**

5 Introduce the repeated storyline and model how to complete it.

Begin to read **Earthdance**. Stop at the end of page 4 to introduce the repeated storyline. Say, **Let's do the Earthdance! This is a repeated line in the story. Later in the story, I want you to help me read this line.**

Place the student's AAC device in an accessible location. **I will put your switch (device) here and the next time you hear me read "Let's do the earth ____," press your switch (device) to finish it with the word dance. I will read the sentence again and show you how.**

Read the repeated storyline again. Model pressing the switch (device) to complete the storyline. Encourage the student to attend to activation of the switch (device).

Prompt

If the student looks away, say, **(Student's name), you weren't watching. Let's read that again. This time you help me.** Read the repeated storyline again giving physical assistance to the student so he or she can help activate the AAC device. Reinforce the student for looking or helping.

6 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 6 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

7 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 8 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

8 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading to page 10. At the end of page 10, read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

9 Show or activate a surprise element in the story.

Continue reading to the surprise element on page 12. As you read, “**Your whisper is a breeze murmuring through the reeds,**” use the **fan** to blow a breeze across the student’s face. Encourage any reaction you see in the student and comment on the breeze.

10 Show an object related to the text and pause to have the student attend to it.

Read page 13, then stop. Attach the **grass** to page 14. Say, **It’s your turn to read with me. But first, find the grass on this page. I will be reading about grass.**

Present the materials as follows:



Hold the grass up against the page and hold the book and the grass so the student can see them. Then give the student an opportunity to feel the grass by holding it at the student’s hand or at the side of the student’s face.



or



Attach the grass to the page. Place the student’s hands on the grass on the page.

Prompts



If the student makes no attempt to attend to the grass, place a solid background behind it. Hold both in the student’s line of vision, then set both on the page. Say, **Look at the grass. Grass is in the story.**

If still no response, remove the grass with the solid background from the page and hold both in the student’s line of vision. Say, **Look at the grass. Grass is in the story.**



or



If the student makes no attempt to attend to the grass, remove the grass from the page and hold it near the student. Say, **Touch the grass.**

If still no response, provide a physical prompt as needed for the student to touch the grass. Say, **Here is the grass.**

Then say, **Good job finding (touching, looking at) the grass. Listen while I read the words.** Allow time for the student to engage with the grass while the text is being read. Read the words on page 14.

11 Show an object related to the text and pause to have the student attend to it.


Read page 15, then stop. Attach the **car** to page 16. Say, **It's your turn to read with me. But first, find the car on this page. I will be reading about a car.**

Present the materials as follows:



Hold the car up against the page and hold the book and the car so the student can see them. Then give the student an opportunity to feel the car by holding it at the student's hand or at the side of the student's face.



or  Attach the car to the page. Place the student's hands on the car on the page.




Prompts



If the student makes no attempt to attend to the car, place a solid background behind it. Hold both in the student's line of vision, then set both on the page. Say, **Look at the car. A car is in the story.**

If still no response, remove the car with the solid background from the page and hold both in the student's line of vision. Say, **Look at the car. A car is in the story.**



or  If the student makes no attempt to attend to the car, remove the car from the page and hold it near the student. Say, **Touch the car.**

If still no response, provide a physical prompt as needed for the student to touch the car. Say, **Here is the car.**

Then say, **Good job finding (touching, looking at) the car. Listen while I read the words.** Allow time for the student to engage with the car while the text is being read. Read page 16.

12 Read the student's name in the story using inflection. Pause for two seconds and wait for a reaction.

Continue reading. On page 17, replace the word **children** with the student's name.

You are where crickets leap, rabbits hop, and **children run and run.**

Be sure to say the name with enthusiasm and inflection in your voice. Pause after you say the student's name.



Prompt

If no response, reread the line with the student's name with even greater enthusiasm.

Reinforce any reactions the student may have to hearing his or her name. Say, **Great job! You heard me say your name. I like how you (use a response you defined in the task analysis).**

13 Read the student's name in the story using inflection. Pause for two seconds and wait for a reaction.

On page 18, replace the word **them** with the student's name.

Imagine **them** leaping and dancing with you as you spin.

Be sure to say the name with enthusiasm and inflection in your voice. Pause after you say the student's name.

Prompt

If no response, reread the line with the student's name with even greater enthusiasm.

Reinforce any reactions the student may have to hearing his or her name. Say, **Great job! You heard me say your name. I like how you** (use a response you defined in the task analysis).

14 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 18 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

15 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 20 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

16 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 22 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

17 Read the student's name in the story using inflection. Pause for two seconds and wait for a reaction.

Continue reading. On page 24, replace the word **people** with the student's name.

...bringing winter when snowflakes touch and cover you, and people leave soft footprints on your snowy fields.

Be sure to say the name with enthusiasm and inflection in your voice. Pause after you say the student's name.

Prompt

If no response, reread the line with the student's name with even greater enthusiasm.

Reinforce any reactions the student may have to hearing his or her name. Say, **Great job! You heard me say your name. I like how you (use a response you defined in the task analysis).**

18 Read the repeated storyline and wait for the student to initiate a response to complete it.

Stop at the end of page 24 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

19 Show an object related to the text and pause to have the student attend to it.

Attach the **flower** to page 25. Say, **It's your turn to read with me. But first, find the flower on this page. I will be reading about a flower.**

Present the materials as follows:



Hold the flower up against the page and hold the book and the flower so the student can see them. Then give the student an opportunity to feel the flower by holding it at the student's hand or at the side of the student's face.



or



Attach the flower to the page. Place the student's hands on the flower on the page.



Prompts



If the student makes no attempt to attend to the flower, place a solid background behind it. Hold both in the student's line of vision, then set both on the page. Say, **Look at the flower. A flower is in the story.**

If still no response, remove the flower with the solid background from the page and hold both in the student's line of vision. Say, **Look at the flower. A flower is in the story.**



or



If the student makes no attempt to attend to the flower, remove the flower from the page and hold it near the student. Say, **Touch the flower.**

If still no response, provide a physical prompt as needed for the student to touch the flower. Say, **Here is the flower.**

Then say, **Good job finding (touching, looking at) the flower. Listen while I read the words.** Allow time for the student to engage with the flower while the text is being read. Read page 25.

20 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 29 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Let's do the Earth ____!** Pause after the word **Earth** and wait for the student to "read" **dance** using the AAC device.



Prompts

- If no response, read the storyline again, pause after the word **Earth**, and tap the AAC device.
- If still no response, read the storyline again and model pressing the AAC device to complete the storyline.
- If still no response, read the storyline again and provide the physical assistance needed to activate the AAC device.

If the student responds, reinforce him or her immediately using specific praise like, **Good job! You helped me read the repeated storyline. Good job reading!**

21 End the lesson.

End the lesson by telling the student, **Good job! You were really paying attention! Our reading lesson is finished. We will read again tomorrow.**