

Attainment's Pathways to Literacy

Jamaica's Find Teacher's Guide



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Pathways to Literacy Jamaica's Find Teacher's Guide

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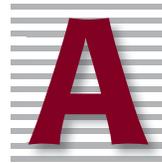
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Overview



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 making 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 Jamaica's Find was about, and dog is the target answer, using a sock as the distractor); or it can be a plausible answer (such as using the red knit hat as the distractor choice for the same question).

Making the Most of Your Story-Based Lesson for Jamaica’s Find

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 Jamaica’s Find, a **dog**, a **red knit hat**, and a **basket** 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.”

You may want to add activities to your day that are related to Jamaica’s Find. Activities might include going out to swing or slide on the playground, or turning some of the scenes into a brief play. Students may enjoy acting out what it’s like to meet a new friend or what one would do if he or she finds something that does not belong to him or her. This activity reinforces turn taking as students say their lines. Students who use AAC devices can have their lines prerecorded.

The storyline in Jamaica’s Find provides lots of opportunities for higher level questions. If your literacy group includes a student who is working on the skills listing in the scope and sequence and a student who is ready for more complex questions, be sure to differentiate your instruction. Some examples of higher level questions that you may ask are: “Why did Jamaica keep the dog?” or “Why did Jamaica decide to take the dog back?”

Other Ideas for Engaging Students

In addition to the adaptations already provided for Jamaica’s Find, some students will benefit from additional adaptations:

- Consider adding even more texture (e.g., corduroy fabric, foam alphabet letters, soft furry fabric) to the title on the book or to the book cover. Adding more texture can add to the student’s engagement with the book.
- For a student with a visual impairment, you might only add texture to the pictures of the dog (e.g., furry fabric to the pictures of the dog). This could be the way the student finds the symbol for dog as opposed to using the stuffed dog provided.
- Encourage active engagement during the reading of the story. For example, in Jamaica’s Find, when reading about Jamaica tossing the dog into the bicycle basket, encourage the students to drop the dog into the basket provided.
- 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 and make it shorter.

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.

Jamaica's Find

Level One



Suggested Prompt Hierarchy: least to most

Suggested Wait Time: 5 seconds to initiate response

Materials

- Adapted **Jamaica's Find** book
- Raised title (attach to the book using Velcro)
- Objects: **dog, hat, basket**
- Picture card for the AAC device: **dog**
- Big Button AAC device preprogrammed with the word **dog**

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 Jamaica's Find. 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. Jamaica's Find is the title and Juanita Havill 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.**

Present the book as follows:



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 Jamaica's Find.**



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 title, either accidentally or intentionally, praise him or her by saying, **You found the title. I'll read it for you. The title is Jamaica's Find.**



Prompts



If the student does not attend at all to the activity, shine a flashlight on or tap the title to draw the student's attention to it. 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 Jamaica's Find.**



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 Jamaica's Find.**

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

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



Prompts



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



If no response, provide physical guidance to touch the dog. Praise the student.

Allow time for the student to engage with the dog. Say, **Yes! This is a dog. We will hear about a dog in the story.**

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. Say, **Let's practice. You help me this time.** Place the book near the student, such on the student's tray. Allow the student to 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 Show an object related to the text and pause to have the student attend to it.

Turn to page 5, then stop. Say, **It's your turn to read with me. But first, find the hat on this page. I will be reading about a hat.**

Present the materials as follows:



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



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

Prompts



If the student makes no attempt to attend to the hat, 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 hat. A hat is in the story.**

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



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

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

Then say, **Good job finding (touching, looking at) the hat. Listen while I read the words.** Allow time for the student to engage with the hat while the text is being read. Read the first paragraph on page 4.

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

Continue reading. At the end of page 4, introduce the repeated storyline. Say, **Jamaica found a dog. 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. Say, **I will put your switch (device) here and the next time you hear me read "Jamaica found a _____," press your switch (device) to finish it with the word dog. 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.

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

Before reading page 7, attach the **basket** to page 6. Say, **It's your turn to read with me. But first, find the basket on this page. I will be reading about a basket.**

Present the materials as follows:



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



or



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



Prompts



If the student makes no attempt to attend to the basket, 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 basket. A basket is in the story.**

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



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

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

Then say, **Good job finding (touching, looking at) the basket. Listen**

while I read the words. Allow time for the student to engage with the basket while the text is being read. Read page 7.

8 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, **Jamaica found a ____.** Pause after the word **a** and wait for the student to "read" **dog** using the AAC device.



Prompts

- If no response, read the storyline again, pause after the word **a**, 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 Read the repeated storyline and wait for the student to initiate a response to complete it.

Continue reading. Stop at the end of page 11 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Jamaica found a _____**. Pause after the word **a** and wait for the student to “read” **dog** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **a**, 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!**

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

Continue reading. On page 12, replace the words **Jamaica’s brother** with the student’s name.

“Don’t put that silly dog on the table!” **Jamaica’s brother said.**

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 using even greater enthusiasm.

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

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

Continue reading. On page 12, replace the words **her father** with the student's name.

"You don't know where it came from. It isn't very clean, you know," her father said.

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

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

Continue reading. On page 13, replace the words **her mother** with the student's name.

"Not in the kitchen, Jamaica," her mother said.

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 reaction. Say, **Great job! You heard me say your name. I like how you (use response defined in task analysis).**

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

Continue reading. Stop at the end of page 14 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Jamaica found a ____**. Pause after the word **a** and wait for the student to “read” **dog** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **a**, 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!**

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 19 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Jamaica found a ____**. Pause after the word **a** and wait for the student to “read” **dog** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **a**, 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 Show an object related to the text and pause to have the student attend to it.

After reading page 19, stop. Say, **It's your turn to read with me. But first, find the dog on the page. I will be reading about a dog.**

Present the materials as follows:



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



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



Prompts



If the student makes no attempt to attend to the dog, 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 dog. A dog is in the story.**

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



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

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

Then say, **Good job finding (touching, looking at) the dog. Listen while I read the words.** Allow time for the student to engage with the dog while the text is being read. Read page 20.

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 25 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **Jamaica found a ____.** Pause after the word **a** and wait for the student to "read" **dog** using the AAC device.



Prompts

- If no response, read the storyline again, pause after the word **a**, 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 to the surprise element and end the lesson.

Continue reading to the surprise element on page 28. As you read the last few words of the story, give Edgar the dog a big exaggerated hug. You might also give the dog to the student to hug. Encourage a reaction in the student and comment on the hug.

18 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.**

Jamaica's Find

Level Two



Suggested Prompt Hierarchy: least to most

Suggested Wait Time: 5 seconds to initiate response

Materials

- Adapted **Jamaica's Find** book
- A second adapted book
- Objects: **dog, hat, basket**
- Picture card for the AAC device: **dog**
- Big Button AAC device preprogrammed with the word **dog**

Optional Materials

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

Lesson

1 Present a choice of two books.

Greet the student by saying, **Hello, (student's name). Let's get started with our reading lesson. Today, I would like you to choose the book we will read. Would you like to read Jamaica's Find or (the second choice)?**

Present the student with the books as follows:



Hold them up within the student's visual field or attach to each side of an eye-gaze board.



Place them on a table or tray within the student's reach.



Place them on a table or tray within the student's reach. Place the student's hands on each book cover as you name it.

Allow time for the student to choose a book.

Prompts



If no response, say, **I'm not sure which book you want. This book** (show **Jamaica's Find** to the student) **is about a dog. This book** (show the student second choice) **is about (describe second book). Which book sounds interesting to you?**

If still no response, put down the second book and say, **Let's read Jamaica's Find.** Engage the student visually by tapping on the book, shining a flashlight on the book, and presenting the book in the student's visual field.



If no response, orient the student to the books again and say, **I'm not sure which book you want. This book** (show **Jamaica's Find** to the student) **is about a dog. This book** (show the student the second choice) **is about (describe the second book)**. Place the student's hand on each book as it is named, modeling the response you want. Say, **Which book sounds interesting to you?**

If still no response, say, **I'm not sure which book you want to read. Let's read Jamaica's Find.** Physically guide the student's hand to **Jamaica's Find** to reinforce the choice.



If no response, orient the student to the books again and say, **I'm not sure which book you want. This book** (have the student feel **Jamaica's Find**) **is about a dog. This book** (have the student feel the second book) **is about (add description of book)**. **Which book sounds interesting to you?** Place the student's hands to the sides of the books.

If still no response, say, **I'm not sure which book you want to read. Let's read Jamaica's Find.** Physically guide the student's hand to **Jamaica's Find** to reinforce the choice.

2 Read the title and author.

Say, **Listen while I read the title and author. Jamaica's Find is the title and Juanita Havill 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.**

Present the book as follows:



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 Jamaica's Find.**



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 title, either accidentally or intentionally, praise him or her by saying, **You found the title. I'll read it for you. The title is Jamaica's Find.**



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 Jamaica's Find.**



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 Jamaica's Find.**

3 Introduce the story with an anticipatory set.

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

Prompts

 If no response, move closer to the student. Hold up the dog and say, **(Student's name), look at the dog. Touch the dog.** Place the dog in the student's hands. Praise the student.

 or  If no response, provide physical guidance to touch the dog. Praise the student.

Allow time for the student to engage with the dog. Say, **Yes! This is a dog. We will hear about a dog in the story.**

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. Say, **Let's practice. You help me this time.** Place the book near the student, such on the student's tray. Allow the student to do as much as he or she can physically; assist the student as needed to open the book. Say, **Good job! You helped me open the book. Let's read our story.**

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

Read to page 4, then stop. Attach the **hat** to page 5. Say, **It's your turn to read with me. But first, find the hat on this page. I will be reading about a hat.**

Present the materials as follows:



Hold the book up so the student can see the hat.



Place the book on the student's tray or on the table facing the student.



Place the book in front of the student. Place the student's hands on the edge of the book.

Prompts



If the student makes no attempt to attend to the hat, 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 hat. A hat is in the story.**

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



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

If still no response, model touching the hat. While touching it, say, **Touch the hat.**

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



If the student makes no attempt to attend to the hat, take his or her hand, place it on the hat, and say, **Here is the hat.** Move the student's hands to the side. Say, **Now you find the hat.**

If still no response, place the student's hands on the hat on the page. Say, **Here is the hat. Feel it?**

Then say, **Good job finding (touching, looking at) the hat. Listen while I read the words.** Allow time for the student to engage with the hat while the text is being read. Read the first paragraph on page 4.

6 Using the embedded object and a distractor object, ask a literal comprehension question.

Before reading on, say to the student, **Let me ask you a question. What did Jamaica find on the ladder step?**

Present answer choices as follows:



or



Present the student with the hat and a distractor object. If needed, attach the hat and the distractor to an eye-gaze board.



Place the hat and the distractor directly in front of the student. Place the student's hands on each object as you name it and then move the student's hands to a neutral position.



Prompts

- If no response, say, **Let's read that again.** Take the student's hand and place it on the hat, read the text again, present the two answer choices, and repeat the question.
- If still no response, say, **What did Jamaica find on the ladder step?** Hold up or touch the hat with the student's hand and say, **Here's the answer, a hat. Jamaica found a hat on the ladder step.** Move the student's hands to the side of the objects and say, **What did Jamaica find on the ladder step?**
- If no response after the third attempt, place the student's hands on the hat and say, **Here it is, a hat. Jamaica found a hat on the ladder step.**

Say, **That's right! You are really paying attention!**