

Attainment's
Pathways to Literacy

**Tar Beach
Teacher's Guide**



Angel Lee, MEd
Pamela Mims, PhD
Diane M. Browder, PhD



Pathways to Literacy Tar Beach Teacher's Guide

By Angel Lee, MEd, Pamela Mims, PhD, Diane M. Browder, PhD

Edited by Linda R. Schreiber

Graphic design and illustrations by Jo Reynolds

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Attainment Company, Inc.

P.O. Box 930160

Verona, Wisconsin 53593-0160 USA

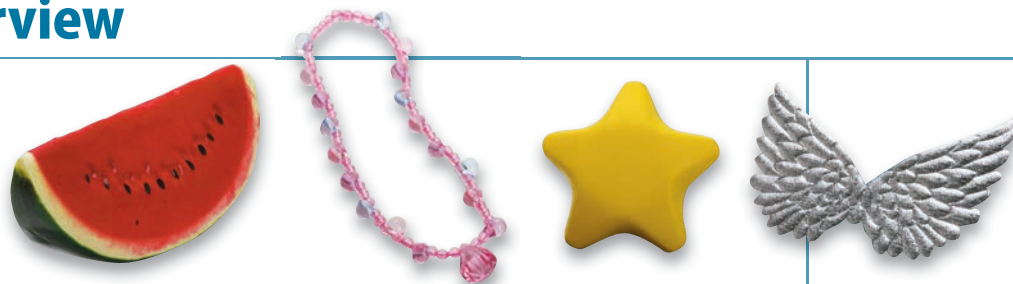
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Overview



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 Tar Beach was about, using the wings (target) and a sock (the distractor)—or it can be a plausible answer (such as using the watermelon as the distractor choice for the same question).

Making the Most of Your Story-Based Lesson for Tar Beach

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 Tar Beach, a **star**, **wings**, a **watermelon**, and a **necklace** 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 a lesson for Tar Beach, you may build additional elements into the story with repeated readings. 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, wearing a necklace or having a picnic might be familiar to the student, but living in a city or the George Washington Bridge may be novel ideas.

You may want to add activities to your day that are related to Tar Beach. Activities might include having a picnic on the blacktop at your school, using an interactive whiteboard to view a city or the George Washington Bridge (perhaps using your imagination and pretending to fly while describing what you see below).

Other Ideas for Engaging Students

In addition to the adaptations already provided for Tar Beach, some students will benefit from additional adaptations:

Consider adding even more texture (e.g., corduroy fabric, foam alphabet letters, soft fabric) to the title on the book or to the book cover. Add wire to represent the cables of the George Washington Bridge, along with clear or silver beads to look like lights or stars. 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 girl flying (e.g., fabric to her dress or doll hair to her hair). This could be the way the student finds the symbol for fly as opposed to using the wings.
- 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.
- Consider making text changes such as these to improve comprehension:

On page 6, add to the existing sentence, “**I love the George Washington Bridge.**”

On page 9, add to the final sentence, “**It is beautiful, like a giant diamond necklace.**”

On page 10, replace the words **or just**, with **I**.

On page 12, add to the existing sentence, “**The men at my daddy’s work say he is just like a cat.**”

On page 15, replace the word **he’ll** with **One day Daddy...**

On page 16, replace text on the page with **Daddy will come home every night and we will eat supper together.**

On page 20, omit the word **next**.

On page 22, add to the existing sentence, **“I will watch BeBe playing with his toys from high above.”**

On page 23, add the word **soon** to the beginning of the first line.

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.

Tar Beach

Level One



Suggested Prompt Hierarchy: least to most

Suggested Wait Time: 5 seconds to initiate response

Materials

- Adapted **Tar Beach** book
- Objects: **star, necklace, watermelon, wings**
- Picture card for the AAC device: **fly**
- Big Button AAC device preprogrammed with the word **fly**

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 Tar Beach. 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. Tar Beach is the title and Faith Ringgold 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 Tar Beach.**



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 Tar Beach.**




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 Tar Beach.**



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 Tar Beach.**

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

Show the wings to the student. Say, **I have some wings to go with our book. Look at these wings. The girl in the book loves to fly! Flying is what the book will be about. Feel the wings. The wings mean fly.** Make sure the student is attending, then give the student an opportunity to engage with the wings by placing or holding them within the student's reach.




Prompts



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



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

Allow time for the student to engage with the wings. Say, **Yes! These wings are for flying. We will hear about a girl who loves to fly 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. Have the student do as much as possible independently; assist as needed to open the book. Say, **Good job! You helped me open the book. Let's read our story.**

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

Read to page 4. On page 4, replace the name **Be Be** with the student's name and replace **brother** with **sister**, if appropriate.

... and **Be Be**, my baby **brother**, lying ...

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 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 response defined in task analysis).**

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

At the end of page 4, introduce the repeated storyline. Say, **I love to fly. 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 "I love to _____," press your switch (device) to finish it with the word fly. 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.

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 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 star on this page. I will be reading about a star.
Present the materials as follows:



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



or



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



Prompts



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

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



or



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

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

Then say, **Good job finding (touching, looking at) the star. Listen while I read the words.** Allow time for the student to engage with the star while the text is being read. Read page 5.

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 6 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **I love to ____.** Pause after the word **to** and wait for the student to "read" **fly** using the AAC device.



Prompts

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

Read to page 9, then stop. Say, **It's your turn to read with me. But first, find the necklace on this page. I will be reading about a necklace.**

Present the materials as follows:



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



or



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

Prompts



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

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



or



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

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

Then say, **Good job finding (touching, looking at) the necklace. Listen while I read the words.** Allow time for the student to engage with the necklace while the text is being read. Read page 9 and finish the sentence on page 10.

10 Read to the surprise element.

Read to the surprise element on page 10. As you read the words "I can fly—yes, fly," stand up and hold your arms out. Pretend to fly in a small circle. Note any reaction you see in the student and then comment on what it might be like to fly.

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

Continue reading. Stop at the end of page 10 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **I love to ____**. Pause after the word **to** and wait for the student to “read” **fly** using the AAC device.

Prompts

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

12 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, **I love to ____**. Pause after the word **to** and wait for the student to “read” **fly** using the AAC device.

Prompts

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

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


Read to page 21, then stop. Say, **It's your turn to read with me. But first, find the watermelon on this page. I will be reading about a watermelon.**

Present the materials as follows:



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



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


Prompts



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

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



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

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

Then say, **Good job finding (touching, looking at) the watermelon. Listen while I read the words.** Allow time for the student to engage with the watermelon while the text is being read. Read page 21.

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 22 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **I love to ____.** Pause after the word **to** and wait for the student to "read" **fly** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **to**, 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 student's name in the story using inflection. Pause for two seconds and wait for a reaction.

Read to page 23. On page 23, replace the name **Be Be** with the student's name and **He** with **She** if appropriate.

I'll take **Be Be** with me. **He** has threatened ...

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 response defined in task analysis).**

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 24 to read the repeated storyline. Make sure the AAC device is in place near the student. Read, **I love to ____**. Pause after the word **to** and wait for the student to "read" **fly** using the AAC device.

Prompts

- If no response, read the storyline again, pause after the word **to**, 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 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.**