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Building Literacy Using Grade-Level Literature (or How to Adapt a Book)

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Learning Objectives

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- After this course, participants will be able to:
 1. Describe an 11 step task analysis to teach a Story-Based Lesson.
 2. Explain how to adapt a picture book to create an interactive literacy lesson for Elementary aged students.
 3. Describe how to produce chapter summaries of literature to offer students in later Elementary, Middle School, and High School access to grade and age appropriate learning materials.

Using Age and Grade Appropriate Books

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- Promotes access to the general curriculum
- Aligns with state standards by teaching the same curriculum
- Provides an opportunity to experience the same age and grade level literature of typically developing peers

(*Based on Chapter 2, *Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities*)

Adapting the Book

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- Adapting the book is necessary because:
 - Challenge of the text
 - May not be able to read the words
 - May have no pictures in older grades
 - Short attention span vs. amount of text if read aloud
 - Limited receptive vocabulary
 - Challenge of the book
 - May not be able to hold/ manipulate book
 - Book may be too "fragile" for students' motor abilities
 - Book may appear unappealing if text dominant

Selecting the Correct Book

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- Find out the books used for the students' age/ grade
 - Media specialist
 - General education teacher
 - Public library
 - Internet
- Promote diversity and student interests/ preferences
- Pick a book YOU will enjoy teaching

Always Consider...

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- What grade level standards are addressed in this lesson?
- What priority skills do you want this student to demonstrate in this lesson?

Adapting Picture Books

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FOR EARLY ELEMENTARY AND PRE-SCHOOL

Physically Alter the Book

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- Take book apart and mount the pages on sturdy material; laminate these pages
- Put pages in 3 hole sheet protectors
- Put the pages in a binder or spiral bound the book
- Use page separators (sponge, big paper clip, bag clip, foam) or tabs for ease of turning
- Audiotape the passages for a student who is visually impaired; use a switch-operated tape player
- Put the book on computer or a SmartBoard

Considering the 10 step task-analysis

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- Step 1- Anticipatory Set
 - present an object or concept that can be accessed through any one of the five senses
 - Select an item that will increase student participation.
 - The anticipatory set can include:
 - An object to be touched (ex. dog leash or a newspaper article)
 - A food that can be experienced through taste or smell (ex. the scent of vanilla or perfume)
 - An object that describes a concept (ex. ice cube, cup of warm water, cotton batting or sandpaper)
 - A recording that represents a part of a story (ex. music that is representative of story or part of a famous speech)

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- **Step 2- Touch the Title**
 - Underline or highlight the title of the book
 - Use pipe cleaners, wiki-stix, dry spaghetti
- **Step 3- Touch the Author's Name**
 - Underline or highlight the author's name
 - Use pipe cleaners, wiki-stix, dry spaghetti
- **Step 4- Get the story started**
 - Use an object to create a space and a physical cue for the student to open the book
 - Try a wooden block or a tongue depressor

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- **Step 5- Vocabulary**
 - Select several vocabulary word at different levels
 - Concrete- elephant, dog, house
 - Abstract- happy, disappear,
 - Highlight vocabulary in text
 - Use different colored highlighters for different words
- **Step 6- Make a Prediction**
 - Select pages to complete a "picture walk"
 - Give students choices to address what they think the story will be about

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- **Step 7- Text Pointing**
 - Select a line of text or a passage and underline to give a visual cue for tracking
- **Step 8- Repeated Story Line**
 - Create a statement that emphasizes a theme central throughout the story
 - Highlight, bold, or underline the statement.
- **Step 9- Turn the Page**
 - Use pipe cleaners or craft sticks glued to the pages to create handles
 - Glue pieces of sponge to separate the pages
 - Have a picture or program a voice output device to indicate "turn the page"

Augment the book

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- Use objects that relate to the story
- Employ puppets of characters
- Create raps and songs
- Find related art work

Adapting Chapter Books

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**BOOKS FOR STUDENTS IN
LATER ELEMENTARY, MIDDLE,
AND HIGH SCHOOL**

Adapting the Book (Shorten or Rewrite)

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- Shorten or rewrite the text
 - After reading the book, decide-
 - If the vocabulary is basic and easy to understand (e.g., K-1 level)- will I need to eliminate some pages/ parts of page to shorten the story?
 - If the vocabulary is complex- will I need to rewrite the story?
 - Will it be one summary story?
 - Will the adaption be done by chapters?

How to Shorten/Rewrite Text

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- Pre-read text
- Summarize each chapter to capture main idea- provide details
- Re-write chapter summary using considerate text:
 - Grade 2-3 listening comprehension level (Send plain text file to Lexile Framework for Reading™ website, obtain Lexile level, adjust if needed to Level 400-600) (MetaMetrics, Inc., 2005)

Adapting the Book (Chapter Books)

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- Re-write chapter summary using considerate text:
 - Add graphics (picture symbols) to key vocabulary
 - ✦ Using commercially produced products
 - ✦ Using "found" clip-art
 - ✦ Creating graphics
 - Add definitions to text
 - Add explanations to text
 - Use Repeated Story Line to support main idea (the big idea) of each chapter

Your chapter book may have pages that look like this...

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Chapter 1



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Example: Vocabulary

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Main Idea: Dad saved money by buying food & *clothes* in bulk, saying that a family was "cheaper by the dozen". Children often wore the same clothing styles.



clothes.

Vocabulary: *Clothes* supports main idea and has functional value

Example: Definition & Repeated Story Line

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"Dad had a special way of calling all of us together quickly. It was called the assembly call. **Assemble means to get together.** Dad would blow a whistle. Then, we would all line up in the front of the house. One time, there was a small fire in the driveway. Dad called us together and we put out the fire with buckets of water." (excerpt from adapted Cheaper by the Dozen)

Dad was proud of his family.

Example: Explanation in text

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"Dad liked to take us for rides in the car. All of us had to put on **big robes called dusters** so that our clothes would not get dirty. **We lived in a time when the roads were still made of dirt. Dust would cover our clothes after a long ride.** People would stare at our big family in the car. They asked dad how he took care of so many children. Dad joked that it cost less money to feed a big family than a small family."

Dad said we were "cheaper by the dozen".

Adapting the Book (Add text cues)

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- Add text cues that the student will help you read
 - Repeated story line is the “**Big Idea**” of the story
 - Repeated story line may contain a picture symbol student will select or “read” with an AAC device

Adapting the Book (Add Pictures)

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- Add pictures to support the story
- If story has pictures, no adaptation may be needed
- If a chapter book or limited pictures
 - Use digital photographs
 - Use Boardmaker symbols
 - Cut pictures from inexpensive picture books that can be used to help convey the story
 - If artistic, illustrate your book!

Address Comprehension

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- The teacher asks each child a comprehension question. The question may be:
 - Literal
 - Inferential,
 - Summative
- Questions and activities should be scaffolded to differentiate the lesson

Comprehension Description

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- Construct comprehension questions with Bloom's Taxonomy in mind.
- The six areas for comprehension are:
 1. Knowledge
 2. Comprehension
 3. Application
 4. Analysis
 5. Synthesis
 6. Evaluation

Mims, P. 8.4.08

Sample Comprehension Questions

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- **Knowledge**- questions that involve basic recall skills
 - Who was in the story?
 - Where did the girl visit?
- **Comprehension**- questions that identify, clarify, or sequence
 - What happened at the end of the story?
 - What happened first, next, last in the story?
- **Application**- making connections to the text
 - The girl was dancing. What are you doing?
 - The boy was happy. Tell me about a time when you were happy.

Mims, P. 8.4.08

Sample Comprehension Questions

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- **Analysis**- categorizing/classifying and comparing/contrasting
 - Jack rode his bike to the store. How else could he have gotten to the store?
 - How are the two boys alike? How are they different.
- **Synthesis**- main idea; and cause and effect
 - What was our story about?
 - When it started to rain, what did the little girl do?
- **Evaluation**- real/not real, fact/fiction
 - Can an elephant really talk, dance, and sing?
 - Is the book *Elmer* fact or fiction?

Mims, P. 8.4.08

Comprehension Questions

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- Comprehension questions can be asked immediately after reading the line in which the answer appears or after reading the book.
- Support student responding with offering choices with
 - distracter options varying number of options, and types of distracters
 - voice output devices, pair pictures with words, eye gaze board, etc.

Mims, P. 8.4.08

Linguistic Diversity in Inclusive Settings

- Age-appropriate literature-original text, original excerpts, adapted text
- Tiered Vocabulary
- Tiered Questions spanning Bloom's Taxonomy-knowledge, comprehension, application, analysis, synthesis, and evaluation
- Varied format of questions-multiple-choice and array

How to Create Access to Books for Students with Significant Disabilities

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- Book choices can be made accessible via scanned photos of books or on computer to choose by pointing or looking
- Power point adapted passages for use on the computer
- Laminated symbols affixed to each page so the student can pull off as word read; or put on
- Books-on-tape and switch to activate
- Touch talker preprogrammed to "read" each page
- Technology (i.e., Bookworm) that allows you to record each page of a book



Books for Students with the Most Significant Disabilities

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- Add in students name
- Add in surprise element
- Add in salient objects
- Add a repeated story line
- Shorten text
- Add in tactile materials to support vocabulary
- Use Assistive Technology

Assistive Technology: Examples

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- Big Mac™ Voice output (Ex: Repeated Story Lines)
- Cheap Talk-offers array of choices (Ex: Prediction Question; Comprehension)

(Browder & Spooner, p. 80)

Commercially Adapted Books

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- Books available in alternate formats:

- ✦ CD has text-to-speech output, highlights by word or sentence, chapter quizzes, switch access for page-turning, word files can be downloaded to word-prediction software
- ✦ Cassette recording
- ✦ Paperback

(Browder & Spooner, p. 83)



Other Adapted Books

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- Baltimore City Schools
www.baltimorecityschools.org/boardmaker/results
Must use Boardmaker software to open
- General Curriculum Access Website:
<http://education.uncc.edu/access>
Must use Writing With Symbols software to open. Task Analysis provided for saving, opening, printing books from website.

Acknowledgement

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