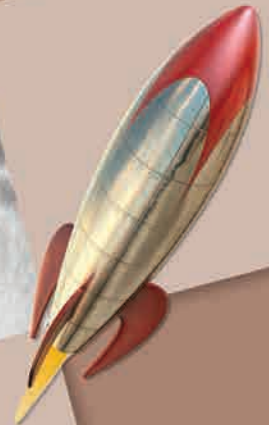


**ATTAINMENT'S**

# Everyday Readers

## Teacher's Guide

Monae Maruyama, M.Ed.



### Win/Mac CD

The CD contains printable PDF files of Everyday Readers.  
PDF reader software is required to view the PDFs.  
Acrobat® Reader® Software is included on the CD.



# Everyday Readers

## Teacher's Guide

By Monae Maruyama, M.Ed.

Edited by Tom Kinney • Graphic design by Elizabeth Ragsdale

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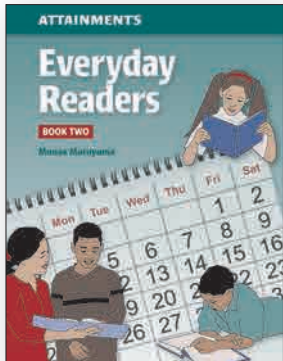
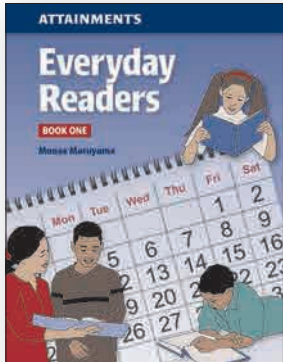
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## About the author

**Monae Maruyama** is a speech-language pathologist with the Clark County School District in Las Vegas, Nevada. She holds a bachelor's degree in speech-language pathology and a master's degree in education (M.Ed.) with an emphasis in autism. Monae was born in Pennsylvania and grew up in and around the Pittsburgh area. She later moved to Hawaii, where she met her husband. They have five children and two dogs. She loves all types of music and enjoys walking and hiking, watching football, and keeping up with the busy lives of her children. She has always had a creative side. Her passion to connect with children with speech-language and learning disabilities led her to create fun stories that she uses during group therapy sessions. She finds inspiration in all the amazing students she works with. They have given her some of her best creative moments and continue to do so every year!

# Getting started



As a teacher, is your plate full? Would you like a program that is simple and fun? One that teachers love as much as students? As educators, we are faced with the challenge of reaching goals for our students while keeping them engaged. By law we are obligated to work toward benchmarks in the student's Individual Educational Program (IEP), yet we'd like a program that delivers interesting, fun material that students enjoy while learning important everyday lessons. **Everyday Readers** delivers all of this and more. The stories in this program coordinate with monthly themes that will keep your students engaged every week of the school year. They target receptive and expressive language goals, vocabulary development, and social skills. The lesson plans are easy to follow, so you can focus on teaching while having fun, instead of spending hours developing ideas for lessons every week. Sound simple? Yes, it is. Sound fun? Just wait and see!

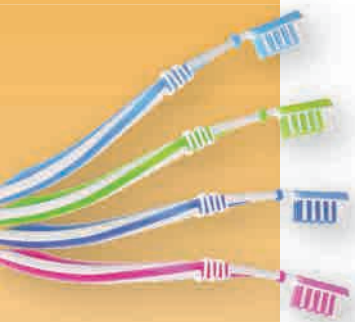
The stories can be combined with your own ideas and presented one on one in small groups, or whole classes. The stories follow the seasons throughout the school year. But many stories can be read at different times. For example, read "Pirate Treasure" in September on International Talk Like a Pirate Day. "Black History Month" could be read in February, or the week of Martin Luther King's birthday in January.

## Tips

The following suggestions have been compiled from teachers' experiences in using these stories:

- 1 Gather your students in a circle to keep distractions to a minimum. Sit teaching assistants behind students who require additional help. Find items relating to the stories and describe them to the students. For example, when you're reading "Visiting the Fire Station," bring a firefighter's hat to start the lesson. Talk about who uses the items, why, and where. Ask about the students' experience with the items. Encourage students to think about the topic of the story you are about to read.
- 2 Use the stories to explain other concepts, such as fear of darkness or loud noises. For example, reading "Spooky Halloween Shadows" allows you to address a child's fear of scary Halloween costumes. Reading "Visiting the Dentist" provides an opportunity to talk about meeting new people and things that can be scary. "Visiting the Fire Station" can address things that make loud noises.
- 3 Use the stories to teach concepts such as counting, colors, and working together. "Crispy,





Crunchy Apples" is a great story to discuss counting and numbers. It's also a chance to talk about following multi-step directions in a recipe and taking turns when helping to prepare food. Don't forget to discuss the enjoyment of eating the results—an apple pie!

- 4 Several stories discuss health and hygiene: "Say Cheese," "Being Healthy," and "Visiting the Dentist." Use them to talk about the importance of bathing, caring for teeth, and being neat and presentable. Students could look in a mirror, deliberately mess their hair, and comb it back into place. During breakfast and lunch, talk about different types of food being served. What is healthy? Is it cooked or raw? Does it come from a plant or animal? Discuss opposites such as crunchy/smooth, sweet/sour, and hot/cold. Help them separate food into categories like fruits, vegetables, grains, and dairy.
- 5 Read "It's Fun Following the Rules" the first week of school to establish expectations and the importance of rules to reduce unwanted behaviors. The story can be re-read throughout the year, and especially when inappropriate behaviors arise.
- 6 Use "The Missing Gumballs" to discuss spatial concepts such as under, over, behind, above, in, and out. Students could put things in specific places related to the story to practice these spatial concepts.
- 7 Use "Big Mall Sale," "Hard Work Pays Off," and "Fruit Smoothies for Everyone" to talk about

money. How do we earn it? What kinds of jobs are out there? What is the value of coins and paper money? What does it mean when a commodity is "on sale"? With older students discuss currencies from different countries.

- 8 Stories can also be used to target reading and writing skills. For example, explain voice intonation when asking a question or making an exclamation. Explain the principles of sentence construction. Talk about sentence punctuation: the small pause of a comma, the combination of two words to form a contraction, and quotation marks to indicate someone is speaking. Talk about capitalization and how a story has a beginning, middle, and end.
- 9 Each story can be used to increase vocabulary development. Prior to reading it, give each student a vocabulary word card from the story. Pronounce the word and explain its meaning. Tell students to listen carefully to the story and find a specific vocabulary word. When they hear their word, they should raise their card in the air. This increases listening and comprehension skills. While reading the story, emphasize vocabulary words and/or make eye contact with the student if extra cueing is needed.
- 10 Point out humor in the stories. Explain why something is silly or funny.
- 11 Have students retell the story. This is good practice for prediction, sequencing, and recall skills. And have them describe what's going on in the photos.





- 12 Watch a video related to the story, such as one about a farm after reading "A Day on the Farm." Listen to the sounds the animals make and ask the students to imitate them. Talk about other types of farms.
- 13 Do hands-on activities to experience the stories in real life. For example, make a pizza after reading "Pepperoni Pizza," or tacos after reading "Cinco de Mayo." Have students make a shopping list after reading "Fruit Smoothies for Everyone." Encourage parents to let their child help find items on their shopping list and end the shopping excursion with a smoothie.
- 14 Use a mystery box to have students pull out objects or picture cards related to a story. Talk about how the real objects or picture cards relate to the story photos. While reading the story, point to the real object or picture card that corresponds to the text.
- 15 Use music to enhance learning. It keeps students engaged, and is a fun and powerful method for increasing memory, expressive language, vocabulary, and grammar. With music as a supplementary activity to the stories, encourage students to use receptive and expressive language. Music also breaks up the lesson and allows students to imitate fine and gross motor skills. You can use music created by other artists, or sing songs to familiar tunes. For instance, while reading "Visiting the Fire Station," sing "Ten Little Firemen": "Ten little firemen, sleeping in a row, Ding-dong goes the bell, in a wink they go! Off

to the engine, ho, ho, ho! Using the big pipe, so, so, so! When the fire's out, home they go, Back to bed, all in a row."

- 16 Have students act out the stories. This is a great way to practice interacting with others, to maintain appropriate eye contact, and to use appropriate paralinguistics such as correct volume or pitch. You can also address body language and proximity.

## Goals

The Everyday Readers program provides a clear route to the goals and benchmarks your students need to reach, while keeping them engaged and excited about learning. Everyday Readers is aimed at students with intellectual disabilities from grades K to 6 and up who would benefit from reading and discussing the stories.

## Program description

The Everyday Readers program includes two student books, this Teacher's Guide, and PDF files on a CD, allowing you to print extra copies of pages. The two student books contain a total of 36 stories, 18 per book, set to run through the typical school year of approximately 36 weeks. In doing so, the stories observe many of the school year's activities and holidays, to give students a sense of what they are about. For example, there are stories about Black History Month and Cinco de Mayo. Other stories delve into basic concepts such as numbers, colors, counting, and opposites like in/out.

At the end of each story is a comprehensive assessment quiz, which students take to show their



**1** I washed my face so I would look \_\_\_\_\_.  
 clean  
 handsome  
 hungry

**2** Mom said, "Don't forget to \_\_\_\_\_."  
 frown  
 act silly  
 smile

**3** The photographer used a \_\_\_\_\_ to take pictures.  
 camera  
 football  
 book

Everyday Readers is abundantly illustrated with professional photographs that highlight characters in the stories as well as other elements in the narrative. This is important, because as you will see later on, the photos are used in sequencing questions. Vocabulary cards, with one blank card for each story, are on the PDF.

This guide is designed to do two things: (1) present an overview of the program itself, and (2) give you more information about the two student books. It includes all of the pages from the two student books at reduced size. They appear in the same order as in the student books, from story 1 through story 36, and are also available from the PDFs on the CD. Enterprising teachers who want to take the Teacher's Guide home to work on their lesson plans will find all the materials needed to accomplish this.

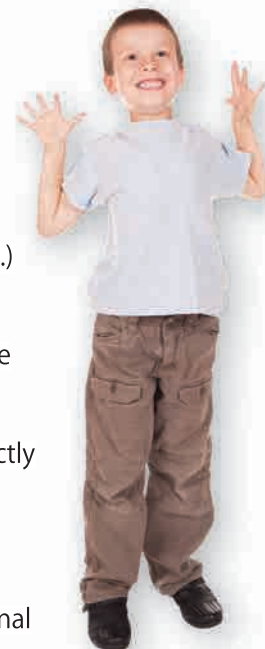
Each lesson plan in the Teacher's Guide includes three IEP objectives:

- **Objective 2:** Student will answer correctly four of five questions about basic concepts taught in the stories. (Page numbers are provided.)
- **Objective 3:** Student will answer correctly four of five yes/no questions. (Page numbers provided.)

- **Differentiated Lesson 1:** The student points correctly to the three photos that belong in the story.
- **Differentiated Lesson 2:** The student uses the five photos from the story to retell it in sequence.
- **Differentiated Lesson 3:** The student tells an original story based on one of the three story photos.

On the back of each differentiated lesson page in the Teacher's Guide, the same photos are enlarged so students can easily identify them. They are also available in a PDF on the CD so you can print them out in color for your students to perform the task.

Lessons can be modified to accommodate nonverbal students and those using assistive technology tools and devices. For example, a student can respond by eye gazing toward a choice of picture symbols, or initiate an interaction with a single-message voice output device. Multiple-message devices like a GoTalk® or iPad app can provide expressive language for a student participating in the lessons.



[illegible]

# Lesson Plans

The image shows a blank lesson plan template. It has a header row with columns for 'SUBJECT', 'MONDAY', 'TUESDAY', and 'WEDNESDAY'. Below the header, there are rows labeled 'PERIOD' on the left side. A black pen is resting on the template, pointing towards the 'MONDAY' column. The template is yellow with black lines and a green header row.



# It's Fun Following the Rules

## Prescript

"Today we're going to read a story about the importance of following school rules. I want you to listen to the story carefully. Think about the rules you follow. Think about why we need to follow rules. When we're finished reading the story, I'm going to ask you questions about the rules."

## Objectives

- 1 Student will correctly identify four of five vocabulary words:
  - especially (p. 5)
  - important (p. 5)
  - rules (p. 5)
  - touch (p. 7)
  - politely (p. 9)
- 2 Student will answer correctly four of five basic concept questions:
  - How many school rules are there? (p. 5)
  - Should you keep your hands and feet to yourself or touch others? (p. 7)
  - Should you use your indoor or outdoor voice when in school? (p. 8)
  - Should you ask politely for what you want, or scream and cry? (p. 9)
  - What number is "yelling and screaming" on the Voice-O-Meter? (p. 12)
- 3 Student will answer correctly four of five yes/no questions:
  - Is school fun when students follow the rules? (p. 5)
  - Should we call people names? (p. 9)
  - Should you raise your hand if you have something to say? (p. 10)
  - Is "Listen to your teacher" a good rule? (p. 11)
  - Is "Silence" number 6 on the Voice-O-Meter? (p. 12)

## Differentiated instruction

- 1 Ask the student to point to three photos from the story.



- 2 Ask the student to retell the story, using these photos.



- 3 Ask the student to tell an original story based on one of these photos from the story.



## Postscript

"Now you know the important rules we should follow while we are at school. We need to walk at school, keep our hands to ourselves, use an indoor voice, use nice words, be patient and not interrupt, and most important, listen to the teacher."

### Differentiated instruction 1



### Differentiated instruction 2



### Differentiated instruction 3



## It's Fun Following the Rules



I love going to school. School is fun, especially when everyone follows some important rules.



It's Fun Following the Rules

5

### Rule 1

Walk in a nice line. Do we run during school? No, no, no, that's not cool! We could fall and get hurt.



6

It's Fun Following the Rules

### Rule 2

Keep your hands and feet to yourself. Do we touch or hit others? No, no, no, that's not cool! Do we tramp on or kick others? Oh no, that's not cool!



It's Fun Following the Rules

7

### Rule 3

Use your indoor voice. Do we shout or talk loudly? No, no, no, that's not cool!



8

It's Fun Following the Rules

### Rule 4

Ask politely for what you want. Do we scream and cry? No, no, no, that's not cool! We use our words or pictures. Do we use bad words or call people names? We do not!



It's Fun Following the Rules

9

### Rule 5

Raise your hand if you have something to say. Do we interrupt? Oh no, that's not cool! We wait patiently for our turn.



10

It's Fun Following the Rules

## Rule 6

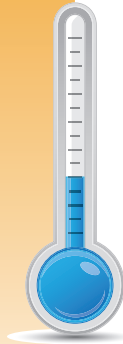
Listen to your teacher. Do we say no to the teacher? Oh, that's definitely not cool! We always listen to the teacher and say OK. If we follow the rules, everyone is happy.



It's Fun Following the Rules

11

## Voice-O-Meter



10 Yelling and screaming

9 Loud outside

8 Normal outside

7 Loud inside

→ 6 Perfect

5 Everyone can hear you

4 Soft

3 Too soft

2 Whisper

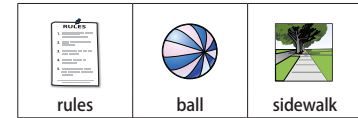
1 Silence

12

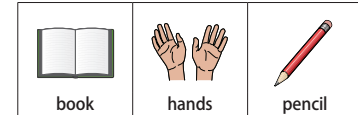
It's Fun Following the Rules

## What did you learn?

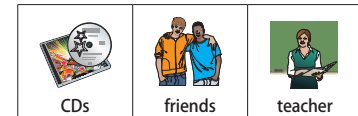
1 School is fun when we follow the \_\_\_\_\_.



2 Keep your \_\_\_\_\_ to yourself.



3 In class, listen to your \_\_\_\_\_.



It's Fun Following the Rules

13

# Visiting the Fire Station

## Prescript

"Today we're going to read a story about firefighters and fire safety. I want you to listen to the story carefully. Listen for the three important fire safety rules. Think about why we need to follow rules. When we're finished reading the story, I'm going to ask you questions about fire safety."

## Objectives

- 1 Student will correctly identify four of five vocabulary words:
  - firefighter (p. 14)
  - fire station (p. 15)
  - engine (p. 15)
  - alarm (p. 17)
  - matches (p. 18)
- 2 Student will answer correctly four of five basic concept questions:
  - How many dogs are on this page? (p. 14)
  - What color is the firefighter's ax? (p. 15)
  - How many round photos are on this page? (p. 16)
  - How many rules are on this page? (p. 18)
  - What number is on the boy's firefighter hat? (p. 19)
- 3 Student will answer correctly four of five yes/no questions:
  - Is the woman with the red hat a firefighter? (p. 14)
  - Do firefighters use farm tractors when putting out fires? (p. 15)
  - Do firefighters slide down poles? (p. 16)
  - Should you run when the school alarm goes off? (p. 17)
  - Should you pull the fire alarm just for fun? (p. 17)

## Differentiated instruction

- 1 Ask the student to point to three photos from the story.



- 2 Ask the student to retell the story, using these photos.



- 3 Ask the student to tell an original story based on one of these photos from the story.



## Postscript

"Now you know about firefighters and their cool equipment. When there is a fire drill, you need to listen to your teacher, be calm, and walk outside in a quiet line. You know not to ever touch a hot stove, or play with matches. And you know how to stop, drop, and roll."

### Differentiated instruction 1



### Differentiated instruction 2



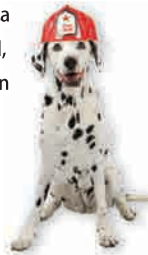
### Differentiated instruction 3



## Visiting the Fire Station



When I grow up, I want to be a firefighter. One day Mom said, "Let's go visit a real fire station and see a real firefighter!"



14

Visiting the Fire Station



At the fire station we met a firefighter standing by a big fire engine. She showed us the fire hose, ladder, and ax.



Visiting the Fire Station

15

She showed us boots, gloves, and a fire hat. After that, she showed us the pole firefighters slide down.



16

Visiting the Fire Station

Then she said, "When the alarm goes off, it is loud, but just be calm." When our school alarm goes off, my teacher says, "Be calm and walk out in a quiet line." She warns us not to pull the alarm unless there is a fire!



Visiting the Fire Station

17

The firefighter told us some important rules:



### Rule 1

Don't EVER touch a hot stove.



### Rule 2

Don't EVER play with matches or lighters.



### Rule 3

If someone is on fire, they should STOP, DROP, and ROLL!

18

Visiting the Fire Station

When we were done, the firefighter let me try on her hat. On the way home I told Mom, "When I grow up, I think I might want to be a . . . police officer!"



Visiting the Fire Station

19

## What did you learn?

1

We visited a real \_\_\_\_\_ station.



police



fire



train

2

A \_\_\_\_\_ showed us the fire hose.



janitor



police officer



firefighter

3

The firefighter told us never to \_\_\_\_\_ a hot stove.



touch



use



look at

20

Visiting the Fire Station

# Say “Cheese”!

## Prescript

“Today we’re going to read a story about getting your picture taken. I want you to listen to the story carefully. Think about different facial expressions and what they mean. When we’re finished reading the story, I’m going to show you some pictures and ask you some questions about what a person might be feeling inside, based on their facial expression.”

## Objectives

- 1 Student will correctly identify four of five vocabulary words:
  - picture (p. 21)
  - handsome (p. 22)
  - photographer (p. 23)
  - camera (p. 23)
  - definitely (p. 25)
- 2 Student will answer correctly four of five basic concept questions:
  - Show me the girl who forgot to say CHEESE. (p. 24)
  - Show me the boy who didn’t say CHEESE. (p. 25)
  - Show me the girl who said triple CHEESE! (p. 25)
  - Show me the boy who forgot to comb his hair. (p. 26)
  - Show me the boy who forgot to wash his face. (p. 26)
- 3 Student will answer correctly four of five yes/no questions:
  - Did the boy’s mom help him get ready? (p. 21)
  - Did his mom say “Don’t smile for your photograph”? (p. 22)
  - Did the photographer tell the students to “say CHEESE”? (p. 23)
  - Did one boy forget to wear a clean shirt? (p. 26)
  - Did the boy take a good picture? (p. 27)

## Differentiated instruction

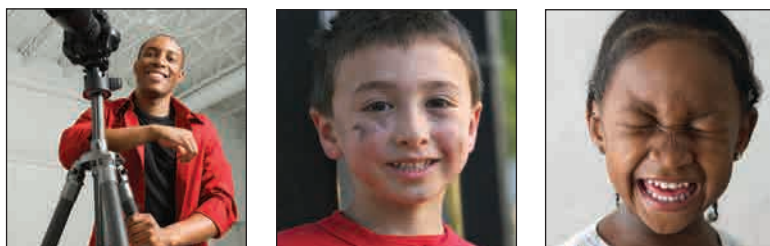
- 1 Ask the student to point to three photos from the story.



- 2 Ask the student to retell the story, using these photos.



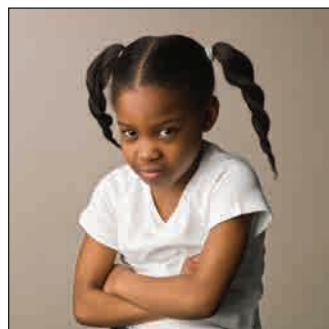
- 3 Ask the student to tell an original story based on one of these photos from the story.



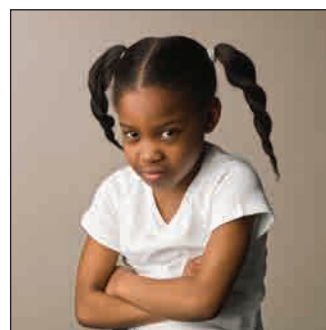
## Postscript

“Now you know what a photographer is and the equipment he uses. You know it’s important to wash your face and comb your hair before you get your picture taken. And you know all the different faces people make when they forget to say CHEESE!”

### Differentiated instruction 1



### Differentiated instruction 2



### Differentiated instruction 3

