



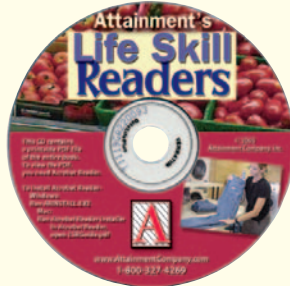
# Life Skill Readers

40 Topics Focus on Community Activities



Craig Booth  
Judi Kinney





## Win/Mac CD

This CD contains a printable PDF of the entire book. You can review and print pages from your computer. The PDF (portable document format) file requires Acrobat Reader software. If you have Acrobat Reader already on your computer, run the program and then open the file using LSRGuide.pdf from the CD.

### **To Install Acrobat Reader for Windows:**

Run ARINSTALL.EXE provided on the CD.

After installation, run Acrobat Reader;  
then open using LSRGuide.pdf

### **To install Acrobat Reader for Mac:**

Run Reader Installer. After installation,  
open using LSRGuide.pdf

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# Life Skill Readers

## Introduction

*Life Skill Readers* presents six color-coded, easy-to-read chapters, all of which are augmented with extensive use of photographs. Chapters include: Community, Personal, School, Signs, Transportation and Work. The book can be given directly to users to read, or you can print out the assigned pages from the PDF of the book which is on CD-ROM. A third option is to photocopy assigned



pages of the book, which for this purpose is in a covered spiralbound format.

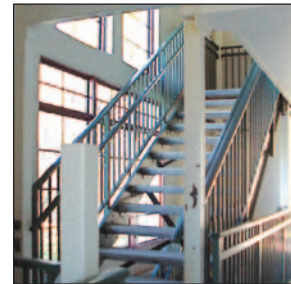
Forty topic areas run across the six chapters. Each area consists of a photographically illustrated story followed by study questions. All stories are either three, five or seven pages long. Throughout the book this presentation is standardized, with two blocks of vocabulary-controlled text per page and corresponding pictures above the text. All photographs are contemporary and realistic. Text blocks correspond to multiple photos which are there to

reinforce the meaning of the text. The forty study questions pages follow a standard format.



### Who is Life Skill Readers For?

The primary audiences for *Life Skill Readers* are adolescents and adults who read at a second grade level or below. Younger readers will also find most stories “age appropriate.” Three approaches for students to use *Life Skill Readers* are



listed below:

- 1. Student reads independently.** Students independently read the stories and answer the study questions.
- 2. Student reads with assistance.** Students read the stories with the encouragement and oversight of a tutor or instructor. When completing study questions, instructors can give hints to struggling students.
- 3. Tutor reads story to student.** The student listens to the story being read by the instructor. The instructor encourages participation by repeatedly pointing

to and discussing picture content. Study questions are read to the student who can answer verbally or with accommodations.



### Additional Instructional Activities

In addition to the merging of life skill instruction with reading comprehension, there are several additional instructional activities you can incorporate:

1. Find examples of functional sight words in the text and compile corresponding vocabulary lists for each student. If you have time, you can also make individual sight word cards for independent study for each student.



# Life Skill Readers



2. Link community outings to relevant topics, like “Grocery Stores,” “Fast Food Restaurants” and “Visiting the Library” and discuss with students.
3. Give homework assignments by simply reproducing stories and lessons and sending them along with students at the end of the school day.

## Aligning to Standards and IEP Objectives

Recent national trends toward setting high standards, which have emanated from No Child Left Behind and IDEA 2004, as well as local initiatives on the part of individual school districts have combined to energize literacy instruction for students with significant disabilities. In the process, there has been an increased emphasis on aligning instruction to standards through IEPs. Examples of appropriate standards could include:

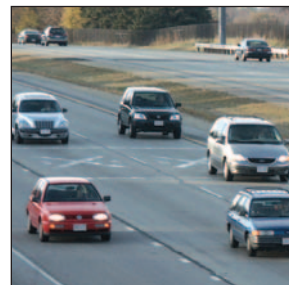
1. Identifying themes from the text,
2. Responding to comprehension questions,
3. Retelling a story in sequence, and
4. Writing about reading materials.



## Writing to Student IEPs

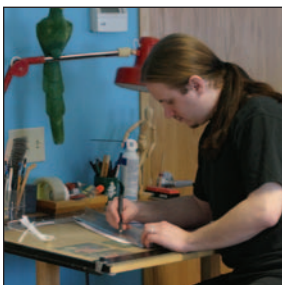
The areas of literacy and life skills are often addressed in student IEPs.

*Life Skill Readers* makes a point of covering numerous daily living activities as well as community and vocational skill areas for transition students. Instructors will find that using the study questions to write measurable goals and objectives to student IEPs is very handy. Sample IEP objectives and benchmarks are included below:



## Life Skill Objectives

1. Student will read and answer questions to a story.
  - a. Will predict content based upon title, pictures or captions.
  - b. Will read the story.
  - c. Will locate information and answer the questions.
2. With prompts will read the story and answer questions.
  - a. With prompts will predict content based upon title, pictures or captions.
  - b. With prompts will read the story.
  - c. With prompts will locate information and answer the questions.
3. Will listen to the story and answer the questions read.
  - a. With prompts will predict content based upon title, pictures or captions.
  - b. Will listen to the story.
  - c. Will listen to and answer questions read.



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# Community



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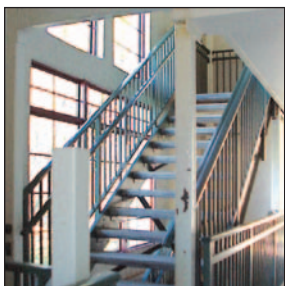
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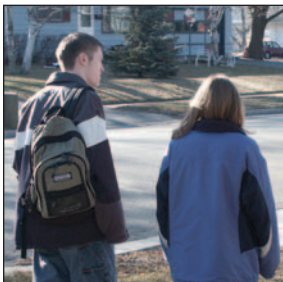


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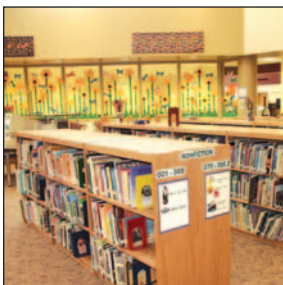
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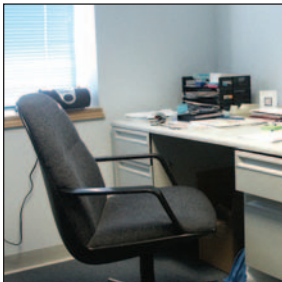
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# Barbershops 1



People go to barbershops to get their hair cut or styled.



The person who cuts your hair is called a barber.



# Barbershops 2



When you get your hair cut you sit in a special chair that turns and moves up and down.



Some barbershops have sinks for washing hair.

# Barbershops 3



The barber wraps a sheet around your shoulders so hair does not fall on your clothes.



Barbers use a comb and scissors to cut hair.

# Barbershops 4



Sometimes they use an electric hair clipper.



After the haircut, the barber brushes loose hair from your face and neck.



# Barbershops 5



The barber tells you how much to pay for the haircut.



You look good after you get your hair cut.

# Study Questions Barbershops 6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Circle the answer.**

1. People go to the barbershop to get:

- a. laundry washed.
- b. hair cut and styled.
- c. drinks and food.

2. Barbers use:

- a. books, magazines and CDs.
- b. drinks, food and desserts.
- c. combs, scissors and electric clippers.

**Directions: Write the word to complete the sentence.**

3. A person who cuts hair is called a \_\_\_\_\_.  
(barber)

**Challenge: Answer.**

4. How often do you go to a barber?

\_\_\_\_\_

5. Name something you can buy at the barbershop.

\_\_\_\_\_

# Doors 1



Many large buildings have automatic doors that open before you touch them. Some doors open when you pull them sideways.



Do not play around automatic doors because you could get injured.



# Doors 2



Some doors have buttons that people in wheelchairs can push to open automatically.



When you open a glass door use the handle to push it open.

# Doors 3



It is important to know how to get out of buildings if there is a fire.



Look for a door with a sign that says EXIT and go outside. Most EXIT signs are bright red so you can see them easily.



# Doors 4



Some doors are used only when there is an emergency.  
If you open these doors you will hear an alarm.



Many buildings have revolving doors.

# Doors 5



To use a revolving door, push on the door handle and keep walking until you get through.



It is important to know how to use different kinds of doors.



# Study Questions Doors 6

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Circle the answer.**

1. Doors that open before you touch them are:

- a. revolving doors.
- b. manual doors.
- c. automatic doors.

2. Doors that have alarms on them are:

- a. automatic doors.
- b. emergency doors.
- c. revolving doors.

**Directions: Write the word to complete the sentence.**

3. To go out of a building, look for a sign that says \_\_\_\_\_ .  
(EXIT)

**Challenge: Answer.**

4. What is a safety tip about automatic doors?

\_\_\_\_\_

5. What kind of door does your school have?

\_\_\_\_\_