


Learning Language through Adapted Literature (Middle/High School)



GSHA Convention, 2015
Athens, GA

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Financial Disclosure Statement

- I am an employee of Gwinnett County Public Schools and receive an annual salary from them as an Instructional Coach. I am not receiving any other compensation for this presentation.
- I am contracted by the Georgia Department of Education (GDOE) to adapt curricular materials. I am not receiving any compensation from them for this presentation.
- I have no relevant nonfinancial relationship(s) to disclose.

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Permission has been received to use and give credit to teachers who may have created materials in this PowerPoint other than myself.

Communication





Rule #1
All students must have a consistent way
to communicate...



...receptively and expressively.


Why Use Adapted Literature for Communication & Language Development?

- Provides support to students through increased practice with AAC materials, devices, and other technology (IT & AT)
- Provides appropriate communication and language models for students
- Encourages interaction between students



Why Use Adapted Literature for Communication & Language Development?

- Increases comprehension of literature for students who read with little comprehension
- Motivates students to communicate
- Can provide insight into higher order thinking skills students may have



Why Use Adapted Literature for Communication & Language Development?

- Allows for shared reading experiences and communication attempts with non-disabled peers and family members
- Use of humor can elicit responses



Working on Speech articulation is a given for every story.



If students are functionally nonverbal:
All students need access to verbal output, via their own voice or the use of a voice output device.*

* Various terms used for voice output devices:

- Augmentative and Alternative Communication (AAC) devices
- Speech Generating Devices (SGD)
- Voice Output Communication Aide (VOCA)

AAC Devices - Always visually include the message!



- Include print, pictures and/or tactile AAC devices
- Repeated story line
- Questions/Answers
- Yes (Want) / No responses



Earn, Spend, Save materials created by Jessie Moreau, Gwinnett County Public Schools

IEP skills embedded into Adapted Literature that address speech & language objectives:

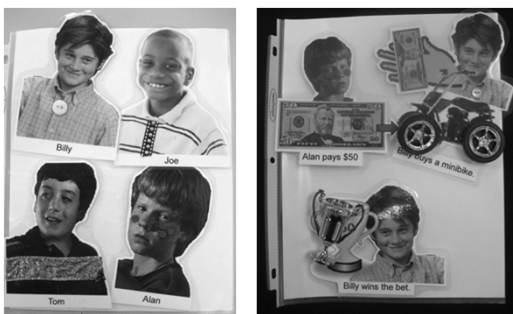
- | | |
|---------------------------------|--------------------------|
| - Articulation | - Follow directions |
| - Increase MLU | - Increase vocabulary |
| - Make consistent responses | - Sequence |
| - Identify pictures/symbols | - Same & different |
| - Answer "wh" questions | - Make a choice |
| - Match to sample | - Initiate communication |
| - Answer Yes/No questions | - Make predictions |
| - Ask relevant questions | - Cause & Effect |
| - Describe objects/pictures | - Social greetings |
| - Compare / Contrast | - Prepositions |
| - Physical characteristics | - Adjectives / Adverbs |
| - Recognition of body parts | - Passage of time |
| - Utilize AAC for communication | |



How to Eat Fried Worms
(Thomas Rockwell)

- | | |
|--|------------------------------|
| -Counting to 15 | -Adjectives/Adverbs |
| -Sequencing | -Choice making (preferences) |
| -Chapter summaries via repeated line variants | |
| - Identification of variety of tastes (condiments) | |

How to Eat Fried Worms




- Tactilize Characters with variety of items, e.g. buttons, ribbon, hair, freckles, clothing, physical traits

How to Eat Fried Worms


- Retell the story using sequenced overlays with story characters, settings, events

- Students can smell, taste, feel the various condiments that Billy used to eat his 15 worms.
- Place some condiments into small jewelry bags; Velcro® all condiments onto the printed, laminated picture

What did Billy put on his worm to eat it? (Can use match to sample)

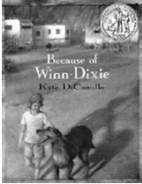


- Use preprinted iconic text (symbols/words) for students to write descriptive sentences
- Work on matching small iconic text to larger sample




- Plastic basket Velcroed® onto picture; rubber worm in basket.
- Hole punched into laminated basket picture and strung through hole in bedroom window picture.
- Students pull dowel tied to string to raise worm up to window

How to Eat Fried Worms

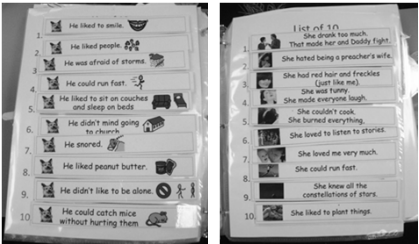


Because of Winn Dixie
(Kate DiCamillo)

- Identify quotes
- Verb recognition & comprehension
- Emotions
- Animals
- Vocations




- *Because of Winn Dixie*
 - Refer to the text of the story to find character
 - Compare & Contrast characters
 - Make prediction to what happens next or refer to text



- *Because of Winn Dixie*
 - Write "Lists of Ten"
 - Identify quotes from the story
 - Character descriptions (adjectives, adverbs)

Because of Winn Dixie



- Categorize according to characters, setting, plot/event
- Group activity for several/many students
- Answer "wh" questions
- Refer to text from adapted story PowerPoint



- Loop Comprehension Activity
 - Ask/answer cross curricular questions on Loop Cards
 - Can match tactile items on question and response
 - Higher level comprehension activity
 - Can work for any curricular area and/or grade level

Asking & Answering Loop Comprehension Questions Using Speech & AAC (Step by Step)



Who has Miss Franny Block?
"I have Miss Franny Block!"



Who do you have?
"I have Winn Dixie!"

Pictures courtesy of Jessie Moreau, Gwinnett County Schools

Asking & Answering Loop Comprehension Questions Using Speech & AAC (Step by Step)



Who has Opal Buloni's dad?
"I have the Preacher!"



Who has the character with the dog bone?
"I do!"

Pictures courtesy of Jessie Moreau, Gwinnett County Schools

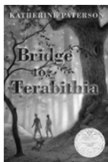


Charlie and the Chocolate Factory
Roald Dahl

Charlie & the Chocolate Factory







- Questions & answers using story characters
- Tactilized pictures provide additional context







Bridge to Terabithia
Katherine Paterson





Bridge to Terabithia










- Retelling the story using iconic text overlays with or without AAC device


- Identifying characters, settings, events of story







Bridge to Terabithia


Teaching the concepts of loneliness and friendship through space and a series of pictures.




Jess is lonely. He wants a friend.



Leslie is lonely. She wants a friend.



Leslie wins the race. Jess is mad.




Leslie and Jess are best friends.

From the adapted version of "Bridge to Terabithia" by Katherine Patterson, adapted by Jessie Moreau, M.Ed., NECT

- Visually represent abstract concepts (loneliness/friendship)

Bridge to Terabithia



rocky creek

- Learn concepts by interactive tactilized pictures
 - Leslie holds onto a rope and swings...
 - Have students swing the character using the rope
 - Swing across the creek picture with rock and bubble wrap

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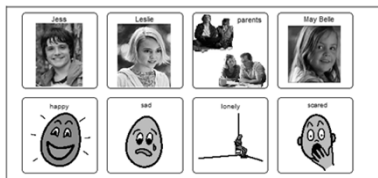
Bridge to Terabithia



- Adding simple tactile items to aid comprehension
 - Adding cross and flowers to signify death/dying
 - Using bows to denote gifts
 - Wooden crowns for King/Queen of Terabithia

Bridge to Terabithia

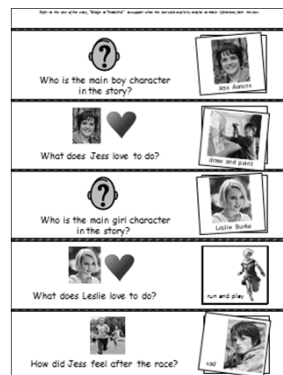
- Identifying the feelings/emotions of characters from story



Bridge to Terabithia



- Choice making
- Comprehension of the story



Bridge to Terabithia

Bridge to Terabithia Venn Diagram

Compare & Contrast Terabithia and Lark Creek

■ Compare & Contrast story elements through use of Venn diagram

Hatchet
(Gary Paulson)

Hatchet



A Small White Scar
K. A. Nuzum



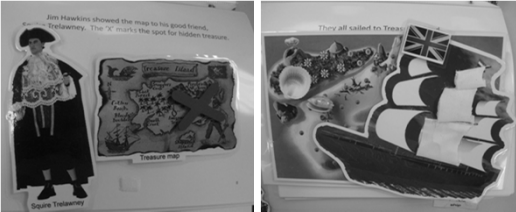
A Small White Scar



- Learn concepts by interactive tactilized pictures
 - Will wraps his rodeo shirt around it.
 - Small material pocket glued to shirt picture
 - Wrap student's hand with material strip from inside pocket



Treasure Island
Robert L. Stevenson



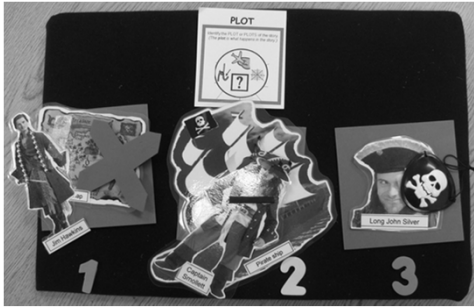
Jim Hawkins showed the map to his good friend, Dr. Livesey. They all sailed to Treasure Island.

They met Ben Gunn, who showed them where the treasure was hidden.

Treasure Island

- Tactilized pictures show comprehension of text
- Students can reenact story using same tactile materials as on characters

Treasure Island



1. Jim Hawkins and Dr. Livesey find the map.

2. They sail to the island.

3. They find the treasure.

- Sequencing events from the story
- First, next, last concepts



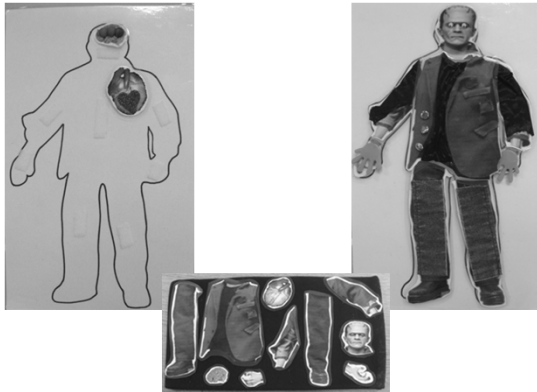
Questions

Answers

Loop Comprehension Activity

- Tactilize questions and answers
- Tactile materials match on questions & answers
- AAC devices alternate questions & answers with tactile

Frankenstein

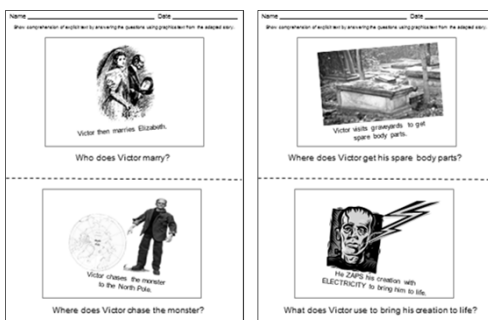




Frankenstein



Other *Frankenstein* Characters/Events

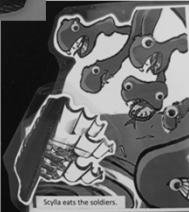
Frankenstein



The Odyssey Revisited


- Cyclops with one eye & hairy chest
- King O with spear & coin belt
- Scylla with many eyes ready to eat ship that rotates to sink



The Odyssey Revisited

Heck no, we won't go!
Want to live here without woe.



GO NO



Name: _____ Date: _____


Who wanted to stay on the island and not go home?

GO NO



soldiers

behind the goats, we say, "Goodbye!"



From whom did King O and his soldiers escape under the goats?

GO NO

Cyclops

- Adapted story slides using rhyming text
- Answering comprehension questions related to text


The Odyssey Revisited

?


Questions

?

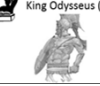
Who has... King Odysseus?



Answers




I have... King Odysseus (O).











Loop Comp:
The Odyssey

Characters & Character Descriptions











- Matching to sample
- Answering questions with voice, AAC, iconic text

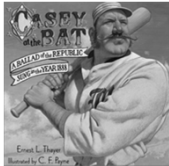
The Odyssey Revisited

GOOD 	BAD 	KING O 	SUITORS 
QUEEN PENELOPE 	CYCLOPS 	CERES 	SCYLLA 


- Identifying the characteristics of characters (good/bad) from story

- Retelling the story using iconic text overlays with or without AAC device



Casey at the Bat
(Ernest Thayer)



And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

- Use context clues to determine word meanings.



Romeo & Juliet
(William Shakespeare)



20,000 Leagues Under the Sea
(Jules Verne)

- Geography
- Adjectives/Adverbs
- Sequencing
- Choice making (preferences)
- Chapter summaries via repeated line variants
- Identification of variety of tastes (condiments)





The Hobbit
J.R.R. Tolkien

The Hobbit



- Retell the story using sequenced overlays with story characters, settings, events
- Answering comprehension questions

NAME _____ DATE _____

Write in the box of the story. The teacher will have a master copy of the story.

1. Who is the story about?

2. Where did Bilbo live?



The Red Badge of Courage
Stephen Crane



Dracula
Bram Stoker



Animal Farm
George Orwell



To Kill a Mockingbird
Harper Lee

Resources

The electronic resources listed on the slides below all have free components. Each site has literature that has either been adapted or is accessible with voice output and some even allow for switch access.

Disclaimer -- No claims are being made in any regard by Jessie Moreau for any of the websites listed. I do not receive any compensation for sharing these websites. Use at your own risk.
