

**Attainment's**

# Learning to Work

**A collection of stories  
about life and work**

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*Learning to Work*

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## Introduction

*Learning to Work* provides engaging and age-appropriate reading material for older beginning readers. The stories are intended for older students who are not yet reading conventionally for a variety of reasons, including cognitive delays and significant learning disabilities. Along with building reading skills, these work-themed stories also help middle school or high school students who face decisions about work life – showing people with disabilities as role models in different work settings.

Each set of stories presents a transitional story and a conventional story that focus on specific reading strategies, plus four high-success texts that provide support for vocabulary development and literacy skills. Review-and-discuss revisit the story content with questions and encourage the reader to talk about their own experiences.

The stories follow a research-based framework of text types for learning and applying reading strategies. The stories are intended to be read with a partner, not independently by the student. That partner could be a same-age peer who is reading at grade level, a teacher, a classroom assistant, or a parent.

**Transitional Texts** are designed to help students learn to pay attention to the text, and to begin to learn reading strategies. These strategies can include things such as first letter clues, word length clues, and context clues.

**Conventional Texts** provide an opportunity to apply reading strategies and independently use what has been learned from the transitional texts. Simpler and shorter than the transitional texts, conventional texts introduce new vocabulary within controlled text, and foster word recognition and decoding skills.

**High-Success Texts for Vocabulary-Building** support vocabulary and literacy development with themes that use real life examples for parts of speech. Stories focus on *things*, *descriptions*, *actions*, and *locations* to give background knowledge regarding particular word types. Older beginning readers often need support with vocabulary development, as well as literacy skills, and these four high-success stories are designed to do just that.



An **instructor's guide** and **light tech student materials** are included for use with the *Learning to Work* reading curriculum.

Along with the contents of the entire book, these are provided as printable PDF documents on the companion CD-ROM disk.

The instructor's guide provides goal setting guidelines, tips for review and discussion interaction, and instructions for use of the light tech materials. The instructor's guide is an invaluable resource for using the stories with students as well as parents and peer tutors.

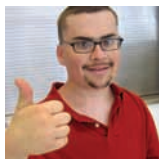
The light tech learning materials are student activity pages and lesson plans specifically designed to supplement the *Learning to Work* stories. Supplemental materials are available for each story to support the goal of student learning as well as providing models for creating activities for other texts a teacher might adapt or write for their students. Three types of light tech learning materials are provided:

1. **Guided reading** – supports both page-by-page scaffolding and whole-text scaffolding.
2. **Working with words** – includes activities to support both phonemic awareness and phonics.
3. **Writing** – suggested writing ideas are provided for each of the 18 stories. Ability levels for the writing activity ideas range from emergent to early conventional.

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**A Food Service *Transitional* Story**



**By Caroline Musselwhite and Laurel Richardson**



**I had a bad day at work.**



**But it was a good day too.**



**First, I dropped some french fries.**





**It was not pretty!**



**Then, a pretty girl came in.**





**I dropped her burger.  
It had lots of ketchup.**



**It was not pretty!**





**Next, another pretty girl came in.**



**I dropped her drink.  
It was the biggest one.**



**It was not pretty!**





**Finally, another pretty girl came in.**



**I did not drop her french fries.**





**I did not drop her burger.**



**I did not drop her drink.**





**She asked me to sit with her on break.**





**I guess it was a pretty good day!**



**Pretty sweet!**

## Review

Re-read the story to find three things the worker dropped.



The worker in the story sure did drop a lot of stuff. Why do you think he kept dropping stuff?

This story talks about a pretty girl and a pretty good day. Which one do you think means “pretty” like “beautiful”?



a. pretty girl



b. pretty good day

Which one do you think means “pretty” like “sort of” or “kind of”?

a. pretty girl

b. pretty good day

### Discuss

This story talks about dropped food that was not pretty. Think of a sentence that uses “pretty” or “not pretty”. Write the sentence or have a friend help.

Look at the written sentence (from above). Can you think of another word besides “pretty” that you can now use in your sentence?



Talk about a bad day  
you had at work or school.



Talk about a good day  
you had at work or school.

Did you ever have a day that was both bad and good like the worker in the story? Talk about it.



## A Food Service *Conventional* Story



By **Caroline Musselwhite** and **Laurel Richardson**



**I work at a fast food place.**