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The text and graphics are adapted from the original source. These resources are provided for teachers to help students with severe disabilities participate in the general curriculum. Please limit the use and distribution of these materials accordingly.
Illustrations by Simms Taback from *There Was an Old Lady Who Swallowed A Fly*
There was an old lady who ate a fly.

I don't know why, the old lady ate the fly.
That wiggled and jigged and tickled inside her.
Illustrations by Simms Taback from There Was an Old Lady Who Swallowed A Fly
There was an old lady who ate a bird.

I don't know why, the old lady ate the bird.

The old lady ate the bird to catch the spider.
Imagine that! She swallowed a cat.
There was an old lady who ate a cat.

I don't know why, the old lady ate the cat.

The old lady ate the cat to catch the bird.
There was an old lady who ate a dog.

I don't know why, the old lady ate the dog.

The old lady ate the dog to catch the cat.

Adapted from the original text, There Was an Old Lady Who Swallowed A Fly by Simms Taback.
Illustrations by Simms Taback from *There Was an Old Lady Who Swallowed A Fly*
There was an old lady who ate a cow.

I don't know why, the old lady ate the cow.

The old lady ate the cow to catch the dog.
There was an old lady who ate a horse.

I don't know why, the old lady ate the horse.

The old lady ate the horse.

The old lady died!

Adapted from the original text, There Was an Old Lady Who Swallowed A Fly by Simms Taback
The End
Adapted Book Rationale:

There Was an Old Lady Who Swallowed a Fly

Guide for students at the object level:

Page 1: Whenever the old lady is mentioned students could use the front part of a pair of glasses (without the ear holders) and place them near their face independently of with hand-over-hand assistance to represent the character. They could also use a flower, piece of fabric from her dress or mini umbrella to represent the old lady. The fly could be represented by a rubbery toy fly.

Page 2: The students would use the glasses to represent the old lady and then use a toy fuzzy spider to represent the spider. They could then grab or cover the fly with the spider.

Page 3: The students would use the glasses to represent the old lady and then use a toy bird with feathers to represent the bird. They could then grab or cover the spider with the bird.

Page 4: The students would use the glasses to represent the old lady and then use a toy cat with hair or fur to represent the cat. They could then grab or cover the bird with the cat.

Page 5: The students would use the glasses to represent the old lady and then use a toy dog with fur or hair to represent the dog. They could then grab or cover the cat with the dog.

Page 6: The students would use the glasses to represent the old lady and then use a toy cow with felt to represent the cow. They could then grab or cover the dog with the cow.

Page 7: The students would use the glasses to represent the old lady and then use a toy horse with a fuzzy fabric to represent the horse.

- The students could place each of the animals into a replica of the old lady that has a pouch or bucket in

Illustrations by Simms Taback from There Was an Old Lady Who Swallowed A Fly
her stomach. They would drop the animal or item into her mouth and then they would be able to see the item in her stomach. There could be a clear window so that the students could see inside her stomach just like in the book.