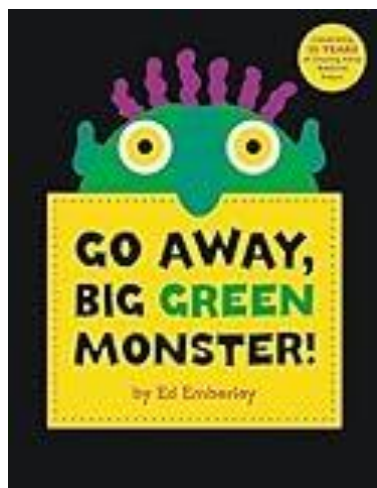




Go Away, Big Green Monster Shared Reading Guide

Please refer to the Every Child, Every Story: A Shared Reading Guide for more information about how to use this guide

Name of Book: Go Away, Big Green Monster by Ed Emberley

Key Concepts: As kids turn the die-cut pages of this book, they'll watch the Big Green Monster grow before their very eyes. Then, when they're ready to show him who's in charge, they'll turn the remaining pages and watch him disappear! Key concepts include overcoming fear, building self-control through verbal commands ("Go Away"), and identifying facial features and colors using predictable text.

Book Specific Target Vocabulary

- Body Parts: face, eyes, nose, mouth, teeth, ears, hair
- Color Words: yellow, blue, green, red, white, purple
- Action/Core Words: go away, come back, you don't scare me, I see
- Descriptive Words: big, little, long, sharp, squiggly, scraggly, scary

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- flip through the book & "read" pictures to introduce students to the vocabulary and help make connections to background knowledge.
- show the YouTube video [Go Away, Big Green Monster](#), which is closed captioned and includes text.
- record animal sounds for use during the book reading using [Novel Effect](#) or [Noisy Book](#), or use a sequential messaging

device such as the [Step-by-Step](#) from the OCALI Lending Library to create the sounds.

- ask children to participate by saying the repeating lines in the story together (e.g., “Big Green Monster has”, or “Go away, Big Green Monster”). Children with limited speech can use a single-message device, such as the [Big Mack](#) from the OCALI Lending Library to say the repeating line.
- ask children to say together the colors in the story (e.g., yellow, blue, green, red, white, purple), and children with limited speech can use a sequential messaging device such as the [Step-by-Step](#) from the OCALI Lending Library.
- provide popsicle stick [Big Green Monster facial features](#) for the children to manipulate during the story reading.
- give each child a [picture to match](#) to a corresponding page in the book. [Free color card pictures for matching.](#)
- have the children sequence the Big Green Monster’s facial features with picture cards or manipulatives to retell the story using the Lakeshore Story Telling Kit: [Go Away, Big Green Monster.](#)
- use the [Tell Me AAC Preschool 2: Go Away, Big Green Monster](#) kit from the OCALI Lending Library to provide additional instructional strategies using [communication symbols, or a core vocabulary board](#).
- do a picture walk through before reading the story to encourage predictive thinking skills, and throughout, and at the end of the story to check understanding.
- for children with limited speech, use a communication board or a voice output device such as the [Quick Talker Feather Touch 12](#) or [Quick Talker Feather Touch 23](#). (from the OCALI Lending Library) or create communication boards with a paid subscription to [LessonPix](#) or [Boardmaker](#) so they can respond to questions.
- NOTE: For more information on how to set up and use communication devices (e.g., Big Mack, Step-by-Step, Quick Talker), consult the Little and Big [Spark Guides](#).

Engagement and Attending

Support/Activities: I can...

- provide a choice of shared reading listening positions (sitting, lying down, etc.).
- use a hula hoops, carpet squares, colored mats, painters' tape, etc., to define the visual boundaries.
- provide options for movement while listening to the story using a child’s rocking chair or borrowing a [wiggle cushion](#) from the OCALI Lending Library.
- provide fidgets for use during story reading time from classroom items or borrow [fidgets](#) from the OCALI Lending

Library.

- provide options for large motor breaks during reading time by encouraging the children to search for the book props, such as eyes, mouth, nose, teeth, etc.
- use the animated version of [Go Away, Big Green Monster with sound effects](#) and musical background.

Behavior

Support/Activities: I can...

- provide clear information about what is expected through the use of activity schedules and social narratives/social stories.
 - OCALI Lending Library - [The New Social Story Book by Carol Gray](#).
 - OCALI Autism Center Grab and Go - [What to Do Cards](#).
 - OCALI Autism Center Grab and Go - [First Then Cards](#).
- provide options for movement while listening to the story using a child's rocking chair or borrowing a [wiggle cushion](#) from the OCALI Lending Library.
- Provide fidgets for use during story reading time from classroom items or borrow [fidgets](#) from the OCALI Lending Library.
- Provide noise-reducing headphones that are available for loan from the OCALI Lending Library - [Sensory Regulation Kit Preschool/Early Elementary](#)
- Use picture supports for Too Loud or [voice volume scale](#). Free download.
- Allow the child to sit in a sensory calming area, provide a cozy corner for observation away from the group, or provide one-on-one reading of the book.
- Ensure children with communication challenges have the needed communication supports to participate in the shared reading experience - see Communication and Literacy section above.

Fine and Gross Motor Skills

Support/Activities: I can...

- provide classroom adapted seating options by propping child with rolled towels, pool noodles, or a bean bag chair.
- provide page spacers/fluffers by adding Velcro dots, foam stickers, adhesive felt tabs, or extenders such as laminated cardstock strips taped to pages, paper clips between pages to aid in separating pages for turning.
- adapt book pages by providing board book versions of the story or laminate pages with thick laminate. Additionally, consider cutting the spine from the book, hole punch the pages, and put into a three-ring binder or a comb binder so the pages can lie flat for ease of page turning
- stabilize the book by applying Velcro to the back of the book and fastening it on a cookie sheet or slant board to stabilize the book for one-handed use.
- provide alternative access formats of the book, such as [Go Away, Big Green Monster online flip book](#) (pages can be swiped on a tablet or touch screen) and [Go Away, Big Green Monster](#) online switch activity by AAC Gameplay.
- provide an audio version recorded to a [Step-by-Step](#) communication device with each page of the book recorded per switch activation.
- build up or stabilize manipulatives by attaching shower curtain rings to manipulatives to make them easier to grasp and explore.
- provide book-theme-related switch toys that can be used to encourage active participation for those children who are unable to successfully hold and use story manipulatives.

Low Vision or Blind

Support/Activities: I can...

- use [Mr. Potato Head's facial features](#) to correspond with the ones in the story.
- change the orientation of the book using a [slant board](#).
- project the book [Go Away, Big Green Monster](#) to make it larger for group or individual viewing using a document camera, overhead projector, or slide show (Google Slides or PowerPoint).
- provide large, high-contrast manipulatives used on a [Light Box](#).
- provide high-contrast formats of Go Away, Big Green Monster. CVI Video [Go Away, Big Green Monster](#).
- outline facial features with Puffy Paint or glue on textures to represent the colors.
- give verbal descriptions of the book pages if the book text does not describe the illustrations adequately.

Listening, Deaf, or Hard of Hearing

Support/Activities: I can...

- position the child so they can see the reader's lips. Use big books and large-print books for group reading to facilitate better visual monitoring of the text and pictures.
- provide supporting pictures and vocabulary on cards or felt boards.
- use closed captions if you are using video versions of books.
- pace reading speed and enunciate well,
- during reading, periodically summarize key concepts and vocabulary used in the book. Repeat the questions posed by the other children.
- use simple signs as you are reading, or show a signed YouTube video of Go Away, Big Green Monster.
- Teach the sign "Go away".

Other Books to Read

- Nighty Night, Little Green Monster by Ed Emberley
- There Was an Old Monster! By Adrian Emberley
- Glad Monster, Sad Monster by Ed Emberley
- The Color Monster by Anna Llenas
- The Monster at the End of This Book by Jon Stone

* Interested in developing a personalized **Shared Reading Guide** featuring a beloved story? Detailed directions are provided in the Every Child, Every Story: Shared Reading Planning Template. Reach out to the Early Childhood Center of Excellence (CoE) to request support from one of our Early Development and Learning Specialists (EDLS) using the [request form](#) located on the [Ohio PROMISE](#) website.