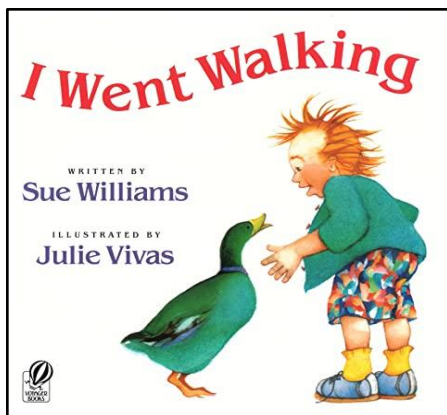




I Went Walking Shared Reading Guide

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

Name of Book: I Went Walking by Sue Williams, Illustrated by Julie Vivas

Key Concepts: A young child takes a walk and meets a number of colorful animals. The book is written with simple, predictable text that utilizes a repeated question and answer dialogue featuring repetition, rhythm, and anticipation to teach colors and animals.

Book Specific Target Vocabulary

- **Animal Words:** cat, horse, cow, duck, pig, dog
- **Color Words:** black, brown, red, green, pink, yellow
- **Action Words:** saw, looking
- **Other Words:** I, went, walking

Shared Reading Access Strategies

Language and Literacy

Support/Activity Ideas: I can...

- show the YouTube video [I Went Walking](#), which is read and closed captioned.
- 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. I went walking...What did you see?...I saw a ...). 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 (e.g. Looking at me.).

- ask children to say together the colors and animals in the story (e.g., black cat, brown horse, etc.), and children with limited speech can use a sequential messaging device such as the [Step-by-Step](#) from the OCALI Lending Library.
- provide [animal manipulatives](#) for the children to use during the story reading.
- give each child a [picture to match](#) to a corresponding page in the book such as [Story Read Aloud with AAC](#).
- have the children sequence animal cards or manipulatives to retell the story using the:
 - free printable [I Went Walking interactive reading pictures](#) from TpT (requires login):
 - Kaplan Story Telling Kit: [I Went Walking](#).
- use the [Tell Me AAC in the Preschool Classroom: I Went Walking kit](#) from the OCALI Lending Library to provide additional instructional strategies using [communication symbols, or a core vocabulary boards](#) with the I Went Walking book.
- ask children questions about I Went Walking before reading the story to encourage predictive thinking skills, and throughout, and [questions 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 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 animals hidden in the room, imitate moving like the animals, or find a color in the room that matches the animal color in the book, etc.

Behavior

Support/Activities: I can...

- provide clear information about what is expected using 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 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 a digital accessible format of the book that is keyboard and switch accessible using the Monarch Reader: [I Went Walking](#) (Different text and photos, same concept).
- 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 manipulative 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.
 - Kitty Toy and Dog Switch from OCALI Lending Library - [Switch Activated Toys with Movement And Sound](#)
 - [Baby Retriever Switch Adapted - EC COE](#) from OCALI Lending Library
 - Puppy - [Switch Activated Moving Toy Kit](#) from OCALI Lending Library
- NOTE: For more information on how to set up switch-activated toys, consult the Little and Big [Spark Guides](#).

Low Vision or Blind

Support/Activities: I can...

- use an [I Went Walking Big Book](#) version of the book.
- change the orientation of the book using a [slant board](#).
- offer a twin vision (with added braille) version of I Went Walking, or a large print book, either digital (used on a large screen mobile device) or paper copies.
- project the book 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, simplified formats of [I Went Walking](#). Text has word bubbles around target core sight words. Backgrounds are black, and images are in high-quality PNG. Animation is added to assist in visual attention.
- outline animals with Puffy Paint, 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 ASL Sign Language for keywords (bear, bird, see, colors, etc.).
- provide ASL video-narrated books like [I Went Walking](#) that is described and signed with closed captioning.

Other Books to Read

- Polar Bear, Polar Bear, What Do You Hear? By Bill Martin Jr.
- Baby Bear, Baby Bear, What Do You See? By Bill Martin Jr
- Panda Bear, Panda Bear, What Do You See? By Bill Martin Jr
- Brown Bear Brown Bear, What Do You See? By Bill Martin Jr
- Let's Go Visiting by Sue Williams
- Peek - a Who? By Nina Laden

* 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.